DOCUMENT RESUME

ED 345 509 FL 020 024

AUTHOR Ross, Steven
TITLE Intensive Summer Institute: Program Evaluation. 1991. NFLRC Research Notes.
INSTITUTION Hawaii Univ., Manoa. Second Language Teaching and Curriculum Center.
PUB DATE Jan 92
NOTE 184p.
AVAILABLE FROM National Foreign Language Resource Center, University of Hawaii, Webster 203, 2528 The Mall, Honolulu, HI 96822 ($8.00).
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Chinese; Higher Education; Indonesian; *Inservice Teacher Education; *Institutes (Training Programs); Japanese; *Language Teachers; Master Teachers; *Peer Teaching; Program Descriptions; Program Evaluation; Secondary Education; Second Language Instruction; Second Language Learning; Spanish; *Student Attitudes; Summer Programs; *Teacher Attitudes; Uncommonly Taught Languages
IDENTIFIERS *University of Hawaii

ABSTRACT

This report evaluates a 6-week intensive summer program for language teachers at the University of Hawaii. Thirty-two high school or college teachers and teacher trainees of Chinese, Indonesian, Japanese, and Spanish participated. Participants were led by master teachers who provided exemplary teaching, organized language-specific activities, scheduled teaching practice sessions, directed materials preparation, and led group critique sessions. Independent trained classroom observers provided objective information on program implementation. Each participant was required to maintain a journal on perceptions of the classroom process. The report includes an overview of the program and evaluation process; separate sections describing focused events and student responses to them; conclusions; and a brief list of references. Appended materials include transcripts of classroom observations for each language. Concluding remarks note the strengths of the program and areas for improvement. Strengths include the week devoted to orientation and the participants' experiences in giving authentic lessons to peers. Weaknesses and areas identified for consideration in future program planning include increased emphasis on communicative methodology in the orientation, use of "real" students or avoidance of pair teaching, better-structured critiquing sessions, and fine-tuning of pedagogy for teachers of uncommonly-taught languages. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED345509

NFLRC Research Notes

STEVEN ROSS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Deborah Mastersal
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

1991 Intensive Summer Institute

Program Evaluation

FL 020 024

SECOND LANGUAGE TEACHING & CURRICULUM CENTER
University of Hawai'i at Mānoa

BEST COPY AVAILABLE

Contents

Overview to the Evaluation 1

Chinese Focused Events 7

Spanish Focused Events 31

Japanese Focused Events 51

Indonesian Focused Events 71

Conclusions 81

References 85

Appendix I : Sample Observer Citations 87

Appendix II : Classroom Observations (Chinese) 89

Appendix III: Classroom Observations (Spanish) 109

Appendix IV: Classroom Observations (Japanese) 135

Appendix V: Classroom Observations (Indonesian) 165

1991 INTENSIVE SUMMER INSTITUTE PROGRAM EVALUATION

Overview to the Evaluation

The National Foreign Language Resource Center Intensive Summer Institute was designed to provide the basis for methodological innovation and awareness of what has come to be called the 'proficiency movement' (Omaggio, 1986). To these ends, the intensive course included lectures, demonstrations and practice teaching experiences for teachers of Japanese, Chinese, Indonesian and Spanish. While individual components of the Institute such as lectures and demonstrations could be evaluated independently, their influence is mutual and therefore create a context for a holistic impact on the intensive course participants.

In evaluating the processes and effects of the NFLRC Intensive Summer Institute we seek first to identify how participants come to view the process of teaching and learning within the context of the proficiency approach to modern language teaching. In order to accomplish this goal, the approach to evaluation used relied primarily on the perceptions of the participating students and teachers rather than on the pre-set categories of surveys, or solely on the interpretations of observers.

Since the goal of this evaluation is to provide a basis for describing the processes influencing the participants' understanding and adaptation of the proficiency movement objectives, and for providing suggestions for planning future Intensive Summer Institutes, the approach used here focuses on the 'formative' nature of the program. The formative approach to evaluation (Scriven 1974; Shadish, Cook and Leviton, 1991) need not wait until the end of the program for assessment to commence. It instead seeks to consider how relevant processes internal to the program emerge and change.

STRUCTURE OF THE INTENSIVE SUMMER INSTITUTE

The teacher training and learning experience was the central focus of the Institute. The participants in each of four language groups, Chinese, Indonesian,

Ross, S. (1991). *1991 Intensive Summer Institute Program Evaluation* (Research Note #3). Honolulu, Hawai'i: University of Hawai'i, Second Language Teaching & Curriculum Center.

Japanese and Spanish, were led by 'master teachers', whose major task was to provide exemplary teaching, organize the language-specific activities, schedule teaching practice sessions, direct materials preparation, and lead group critique sessions. The process of practice teaching, receiving feedback from peers and students, along with concurrent study of a new foreign language was designed to provide the best context for understanding the ways proficiency-oriented teaching can be implemented.

After the initial week of orientation and workshops designed to introduce the theories of pedagogy underlying the proficiency approach to modern language teaching, the participants selected a language that they would study intensively for the remaining five weeks of the Institute. Each day was structured around a two-hour period in which participants took turns teaching the language they had specialized in before they changed roles and learned a language unfamiliar to them. The last portion of this session included an open critique during which students provided feedback to their teachers and raised issues about methodology. The third session of the day was reserved for teachers to prepare the next day's materials and to go over the salient classroom events of the day. The final session provided time for self-access to the University of Hawaii Computer Laboratory where participants could use a personal computer to record their impressions of the day's events.

Figure 1 — Intensive Summer Institute Daily Schedule: Weeks 2 through 6

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Chinese & Spanish	Chinese & Spanish	Chinese & Spanish	Chinese & Spanish	Chinese & Spanish
2	Indonesian & Japanese	Indonesian & Japanese	Indonesian & Japanese	Indonesian & Japanese	Indonesian & Japanese
3	Teachers Meetings	Teachers Meetings	Teachers Meetings	General Meetings	Teachers Meetings
4	Journal Writing	Journal Writing	Journal Writing	Journal Writing	

PARTICIPANTS

Thirty-two teachers were selected to participate in the Intensive Summer Institute. The teachers currently are in-service professionals at the high school through university level, or are advanced pre-service graduate students preparing for careers as foreign language teachers. As many of the participants are native speakers of the language they teach, the use of English as the medium of instruction during the orientation seminars and guest lectures potentially presents a problem for comprehension and subsequent adaptation to the goals of the proficiency approach to teaching. Also, the journal entry aspect of the evaluation required participants to write their impressions of the classroom processes in English. This policy may lead to differential degrees of explicitness in the journals, and may affect the frequency and fluency of the journal narratives.

OBSERVATION OF CLASSES

Since journal entries tend to provide a personal perspective on the events of the classroom processes, independent observers for each language were trained prior to the Institute to provide objective data. The observers' primary objective was to provide an account of the classroom which included 'structural' information about the time used for different activities, and an on-going log of the discrete activities employed in the respective classes. The second goal of the observers was to identify events emerging from the classroom processes which possibly revealed points at which students and teachers converged in relation to the goals of the Institute. Likewise, 'trouble spots', or points of divergence were also possible events identified for subsequent focus. Not all classroom events were necessarily identified initially by the observers; the post-lesson critique sessions often provided themes for observers to identify for later focusing in the journal entries for that day.

The observations were scheduled to take place eight times during the last four weeks of the Intensive Summer Institute. Along with the observer, a video crew recorded the entire lesson and critique session. In total, each language class was recorded sixteen hours out of a total instruction time of approximately fifty hours. The structural detail and video record together provided the basis for pinpointing and analyzing specific events representing of both successful and unsuccessful implementations of the proficiency approach to language teaching.

Observer Reliability

Prior to the start of observations in the second week of the Institute, the four observers, all speakers of the languages featured in the Institute, participated in two training sessions conducted by the program evaluator. During each session, the observers viewed video recorded excerpts from language lessons which were thought to provide the spectrum of techniques typically used in beginner through intermediate English as a foreign language classrooms[1]. The contents of the video taped lessons were discussed and strategies and criteria for recording the events in an observational mode were considered.

As the observers were dealing with different languages, it was necessary to rely on the observation of a common language lesson, English, in order to assess the degree of observational agreement. To this end, a video taped English as a foreign language lesson was used. Each observer independently viewed this video and provided a structural account of the first fifteen minutes of the edited lesson. These accounts were collected and tallied in order to calculate the extent of communality in the sample observations.

Ten major teaching moves were delimited as the boundaries for lesson frames used in the first fifteen minutes of the sample lesson. Within each frame, each observer's narrative account of the content was examined and the number of specific references to the contents of the frame were tallied. For each of the bounded frames the tallied frequencies for each observer were entered into an r x k contingency table. Examples of citations of within-frame activities from the observers are in Appendix I.

Table 1 shows the results of the observer tally on the sample video.

Table 1 — Rater Agreement on Sample Lessons

DF	Chi-Squared	Probability	Cramer's C	% Agreement
27	4.01	.99	.106	82%

The results of the rater by event contingency table analysis indicates that the frequency of within-frame citation of events is not associated with any individual observer. The implication is that the observers can achieve a high degree of concordance in identifying major teaching moves in the sample video lesson.

Focused Events

Concurrent with providing a structural account of each classroom, the observers scrutinized the language lessons for instances of successful implementation of proficiency-oriented teaching methods, or cases in which some aspect of the lesson did not succeed as planned. Both the observers' intuitions and statements made by the students during the critique sessions served as input to the focused events.

Immediately after the observed language lesson each observer met with the program evaluator to go over notes and impressions made during the lesson. Salient episodes leading into events of potential interest were recounted and were used as prefaces to statements written to stimulate retrospective accounts of the events of the lesson. These 'Journal Focused Events' were then copied and circulated among the students and teachers of the just-observed language lesson so that reference could be made to the topics in the next journal entry.

The purpose of using the retrospective accounts of focused events in the classroom was to discover the extent of difference in the perceptions of the students and teachers in the classroom. As one of the major goals of the Institute is provide authentic experiences as learners of a new language to practicing teachers, the gradual convergence of perceptions about language learning can be optimally observed by comparing the accounts of the two groups of participants and noting the ways in which insights are arrived at.

Journal Records

As each participant maintained a journal denoting the content of activities from the perspective of the teacher and student role, as well as from the perspective of observer, journals entries were labelled for language, role and the date of entry. For the purpose of focused event analysis, the content of journal entries were examined so as to ensure that specific reference was made to the major theme introduced in the focused event memo. To this end, a word search program was utilized to locate documents written by the students and teachers participating in class sessions from which the focused event memos evolved. The primary mechanism for the word search relied on scanning teacher and student journals for a set of words used in the focused event memos. Entries with high frequencies of these words from students, teachers and observers in the observed class were examined if the journal entry date was within three days of the distribution of the focused event memo. The "Key word in context" method of textual analysis (Stewart and Shamdasani, 1990) thus provided a quick and accurate way of retrieving journal entries that were referring to the same set of events.

Content Analysis

With the major source of data for the focused events being narrative journal entries, a method of analysis which seeks to link convergent and divergent references to the same event is needed in order to consider how different participants view the classroom experience. To this end, the methods of content analysis (Krippendorf, 1980; Miles and Huberman, 1984) were used. Although the analysis of the content of written texts relies mainly on hermeneutic interpretation, the sources of the interpretations are 'grounded' in the written documents. The methods of content analysis thus are open to verification and cross examination using both qualitative interpretation and quantitative analysis.

The content analyses of the focused events in the journal entries involve a comparison of the perspectives of the teachers and students with a view to determining the extent to which classroom processes are equally perceived and reflected upon. The goal of these analyses is to consider the extent of role separation and identification of events leading to convergent perceptions of important classroom processes.

The ordering of the focused events are established chronologically for each of the four languages taught in the Intensive Summer Institute. The order will hopefully provide a cross sectional perspective on the types of events that arose out of the classroom observations (Appendices II–V) or the critique sessions after the lessons. The focused event analyses might also provide the basis for seeing the ways participating teachers develop insights about teaching and about the goals of proficiency-oriented teaching methodology.

Chinese Focused Events

The three focused events that follow were taken from the journal entries on or immediately after the distribution of focused event memos to students and teachers of Chinese. The sequence of event journal entries and this summary cover the main four weeks of the peer teaching experience. The events cited are independent of each other, but are representative of issues that emerged from the on-going class and from the daily critique sessions. Although the focused events come from the observed classes, they are of potential relevance to other languages and classes in that they often involve issues relating to differential student involvement, motivation and cognitive difficulties second language students encounter.

Focused Event 1: New forms in the Chinese Class

The Chinese class observer noted that students appeared confused at the introduction of a task which taxed their knowledge of family member terms. The students were expected to communicate and answer questions in a pair-work format using words they had not yet been exposed to. The observer noted the disgruntlement among some students and selected the following event focus for that day's journal:

> "In this morning's lesson students didn't know key structures and vocabulary (*di i, di er, di san, shauhaidzu*) before they were asked to use them in pair work. Lessons sometimes require lexical items and grammatical structures that students might expect and may not have had exposure to in previous lessons. Please comment in your journals on how new forms and vocabulary should be introduced."

Journal entries referring to this lesson and the focused event written by the students were collated with the key word in context method. Separate files for students and teachers were compiled for the purpose of comparison and interpretation. First the student file will be examined with a view of determining the degree of consensus about the issue of introducing new structures and vocabulary. Sentences referring to the central issue broached by the focused event memo are underlined in the following excerpts. Student and teacher comments are in single space. Interpretive comments are in double spaced paragraphs.

> Then students were asked to get into pairs and ask questions that would allow them to draw each other's family trees. This was an activity that caused a lot of stress, because although the students had been given the names of the various family members, they had never been taught the vocabulary or the patterns for asking about someone else's family nor even a way of explaining their own family situation fully.
> This brings us to the question of how to introduce new vocabulary, and I know this has been a real sore point among the members of the class. There have been so many instances of our being expected to either understand or produce linguistic material that we have never been introduced to that we feel that the instructors are expecting us to be mind readers.

A major theme appears to emerge in the first account. The Chinese teacher appears to endorse an approach to learning which requires learners to infer meanings of unknown words from context of the utterance. This appears to be at variance with the cognitive style of a number of these students. The following student makes reference to the notion of strategy and that the method does not compliment his/her own strategy.

> I understand the reasoning behind not letting the students get too comfortable, but it is not fair to throw material at us that is WAY beyond our capabilities without explicitly teaching some coping strategies. Speaking a language is a skill as well as an intellectual activity, and it has as much in common with swimming or playing the piano as it does with more academic subjects. You would never teach beginners to swim by throwing them into the 9 foot end of the pool or teach beginners to play the piano by setting *The Well-Tempered Clavichord* in front of them on the first day, even though the desired end product may be someone who can swim under less than ideal circumstances or who can sight-read any piece of music.
>
> The point of all of this is that I believe the Chinese section is taking the notion of stretching the student's comfort level to extremes. The students are definitely beyond their comfort level without the tools to cope there, and this is increasing their hostility level.
> It is not fair to put students through an exercise which absolutely requires material they have never been introduced to, not unless one is dealing with more advanced students to whom one is teaching the skills of circumlocution. It's like changing the rules in the middle of the game or passing an *ex post facto* law. For most students it is stressful enough to have to put into use something to which they have just recently been introduced, and they need to have a clear idea of what is expected of them. Since we are skipping around in the textbook, it may be a good idea to warn the students that the next day's lesson will require such and such vocabulary and expressions.

From the last comment emerges an insight about the effects unknown material might have on the frustration and cognitive coping strategies of students. Instead of the 'deep end strategy' of forcing students to make inferences about new meanings, the following student suggests a more concrete strategy she/he would use to avoid what the current class has found so frustrating:

So what I am gathering from this experience is confirmation of my belief that the students must know exactly what is expected of them, because the average college student will become either anxious or hostile if cast adrift too soon. They need to know what is to be memorized, what is just for passive recognition, and what is completely optional. Theory is fine, but we need to keep the students alternating between comfort and discomfort, because isn't that what happens when one is using a foreign language in real life?

The following excerpt suggests that the student writer has identified a tacit methodology used by the Chinese teacher(s). Interestingly, the teachers' use of the target language as the language of directions is taken as an attempt to give "comprehensible input" (Krashen, 1982) to the students. Whether or not this was the teacher's intention remains to be seen.

Like I mentioned in class, I approve of the 1 + 1 method to a point. I feel that extraneous material that is not intended as part of the student's production expectations or task listening expectations is fine to be introduced. However, I feel it is a waste of time to give instructions for activities in the target language as well as to give activities where the students do not have the necessary information needed to carry out the task.

Asking students to ask other students things they don't know how to ask just produces frustration and wastes time. We were only taught how to list the family members. We had been given no information as to how to ask for that information or to give a commentary on that information in a narrative form.

One suggestion would be to give a handout with this information as well as any other anticipated unknown information like "only child" or "has no brothers or sisters", etc. very simply stated for the students to refer to.

Another suggestion would be for the teacher to model a sample interview with one of the other teachers. At that time any student who couldn't figure out what the question structure was could ask for reinforcement and/or clarification.

In the case of new information "popping up", the teacher could say, "good point. We don't know that yet but...(brief explanation with word put on board...Peripheral learning).

Another suggestion would be to announce "you don't have to know this" at the point someone brought up the #1,#2 thing. "you may just list the members, but for those who are interested.....blah, blah) or "you are not expected to understand everything I'm saying right now..."

In addition to the frustration students may have felt about having to comprehend beyond their current level of ability was the teacher's rationale for pressing the student to struggle and 'catch up'. This may reflect a major philosophical difference between some of the students and the Chinese teacher in that inter-student competition may not be interpreted as part of main goals of the proficiency-oriented movement, or of the learner-centered approach to teaching.

I was shocked and surprised and dismayed to hear the answer from Cindy that she teaches to the level of the very brightest students to the exclusion of the slow learners. I'm sure I misinterpreted her entire meaning (I hope) because I was under the impression that "TEACHERS" **TEACH** to everyone and that it really is not that difficult to reach the brightest students, they will learn it regardless of what the teacher does or does not do. The challenge is to reach as much of the class as possible, especially the slower learners. I absolutely do not believe the traditional "Bell curve" has any merits in a second language classroom. Our goal is to teach everyone the basic tools they need to communicate in a foreign language. If everyone learns the material, everyone gets an A and the teacher has achieved his or her goal. Of course not everyone will learn all the material for a variety of reasons, but it is my hope to give everyone the opportunity chance to succeed by providing a variety of teaching styles that can reach as many people as possible.

While I agree that to feel completely comfortable in class every minute of the period can reduce productivity, I think you can't overestimate the positive power of achievement that comes with knowing how to do something whether it be writing, reading, speaking, what ever. It's the glow of success that keeps many people plugging. ..Not the fear of falling behind or the anxiety of not knowing what's going on a good percentage of the time.

I'm getting all distracted here with extraneous ideas, but I guess my bottom line impression today is that all direct method with little or no reinforced explanation (in the very near proximity to its direct introduction.. ..like within the same class period or at that latest the next class) makes John a frustrated and inefficient second language learner.

The exercise in which we were supposed to ask others questions about our partners' families was a little stressful for me, because I did not have enough expressions input in my brain to ask necessary questions. If there is a pressing need for extra vocabulary to accomplish a task, simple handouts should be given to the students as reference so that they can "cheat" whenever necessary. If extra vocabulary or expression needs to be added depending on the situations

or the students' reactions/questions, that new vocabulary or expression should be written down on the blackboard.

Still, I enjoyed the class up until this point. The family tree activity, however, is where the organization and structure of the lesson fell apart. Yes, we have learned the names of family members already. This does not, however, mean that we can jump to the stage of talking about our family relationships. Because each person has a unique family, the possibilities are nearly endless.

If the activity is too open-ended and allows for too large a variety of free response answers, then no one pattern (not even the most basic or most important pattern) remains in the language learner's head. Not only that, but the person's brain short circuits with information overload (because I'm really trying to actively listen and absorb all the new words and patterns) and he/she wants to just give up.

Concerning the introduction of new items and grammatical structures that students have not yet been exposed to, I have several comments to make. First of all, Karen would not have answered with her "di i, di er, etc. pattern" if the task had been structured in such a way that the teacher does not ask a student to answer a question that the student has not yet learned the answer to. If more boundaries or limitations had been placed on the family tree activity, then students would have followed the model and used the language skills given them thus far to perform the task. Simply asking the students to tell others about their family is perhaps too open-ended.

You might have said, "Tell us how many brothers and sisters the person has (younger and older) and what each's age is." Of course, even to perform this task one would need how to say "and" or "but" which I don't think we have been taught yet. For example, "I have 2 brothers and 1 sister." or "I have 3 elder brothers, but only 1 elder sister." Again, one has to look at what we have learned so far and with that amount of language, is it realistic to expect us to be able to discuss familial relationships. If so, to what degree and then set up an activity or task which has parameters that take these facts into consideration.

Finally, it is fine to introduce new items or structures if students are curious or ask questions. However, it is necessary and extremely important that all students have equal access to such information. Take a few minutes and write the structure on the board, allow students time to copy it down, give students a chance to make an example with the new item to internalize it. Just saying X exists and then using it and incorporating it into the day's activity is not fair to students who aren't auditory learners. I can't simply hear something once and then use it spur of the moment. I need to write it down, look at it, think about it and then make my own example with it. If not, you may as well not even mention it to me at all because it will be meaningless.

In the extended excerpt above the student suggests alternatives to the

troublesome activities introduced in the Chinese class. This sort of insight perhaps indicates the development of the student's ability to capitalize on his or her peers' teaching errors by reflecting on ways the errors can be rectified or avoided.

As the following excerpt indicates, an important outcome of the troublesome lesson is affective. Teachers put into the student role are in the position of helpless learners, and often experience the same sorts of frustrations as do typical language students. Of interest for the Intensive Summer Institute is the reaction of the learners put in this type of situation. Will they reflect on the processes of the classroom that lead to their frustration, or will they merely describe the fact of their affective reaction to the process of the classroom they are experiencing?

> The thing I resented was that, although I concentrated in class every day and gave it my best shot (and incidentally, also have an interest in learning Chinese), I was continuously asked to reproduce vocabulary and sentence patterns that I had not yet memorized and in many cases, still did not understand. I waited each day, hoping that I would receive some handout or be referred to some grammar explanation or practice exercises in the book, but this day has yet to arrive.
>
> In order to give students "total immersion" type of exposure, it is a great idea to give instructions for activities in the target language. In my opinion, however, teachers should not enforce it excessively, because if they do so, students will have to keep putting themselves in the state of anxiety and tension through the class and, as a result, their brains will develop a feeling of "rejection" and wind up learning less than expected.
>
> For example, when the teacher said "put your cards in the envelopes" in Chinese, even if the students understood what she said with the help of effective non-verbal expressions, I see no reason why that should be explained in Chinese. I don't want to be bothered by my own feeling that I cannot pick up any single word in such a "simple" instruction, because I don't have enough vocabulary and grammatical concepts in my head. It is really depressing. I cannot be satisfied with my work unless I can understand and absorb everything that in going on in the class.
>
> I still have trouble taking notes in Chinese class because I still have not mastered the Pin Yin spelling. I hate to copy it down in unauthentic spelling which is also devoid of tone marks because I fear this will further distort my already poor pronunciation. It is for these reasons that I continue to desire a handout each day which contains the vocabulary and patterns we are practicing.
>
> I hadn't yet memorized and needed to plow through my notes to find the words I needed to express myself. Although the activity was designed to get practice with a new pattern, I spent most of my energy searching for vocabulary words.

> The new structure and grammar were not the problem today, and yet, I was unable to feel successful because I didn't have command of the vocabulary yet.

The accounts given by the students of Chinese about the focused event topic indicate a variety of opinions and sources of dissatisfaction about the lesson. While some of the accounts are descriptive, others include suggestions and remedies to the problems experienced. At the most general level, methodological issues are addressed with reference to "comprehensible input" and the "direct method". Alternatives to the framing of the problematic activities and the requirements placed on the students refer to the execution of the specific pedagogical task.

Of major interest to the evaluation is the extent of teacher insight. Specifically, will the teacher(s) of Chinese perceive the same problems as the students? The following excerpts were written by the teachers of Chinese who were either in front of the class when the controversial exercise was introduced, or who were observing their peers teaching.

> The activity itself was a very good idea to practice this particular topic. However, students encountered some confusion because some lexical items and grammatical structures that students might not expect and may not have had exposure to were brought up by activity that related to personal situation, different information might be needed depending on each individual. The teacher could provide new vocabularies and grammar structures to students to meet any individual's need. Students should not worry about those new information as long as they do not affect them completing their task. However, students should have been to feel confused sometimes. The point is that they should learn and try to deal with ambiguity.

The first account suggests that this teacher, while aware of the irritation students felt, assumes that the fault remains with the students', who may not be adaptable enough to use optimal learning strategies to deal with the unknown vocabulary and structure. The following two teacher accounts similarly point to the students' responsibility to develop tolerance for ambiguity and 'incomprehensible input'. They also suggests an easy remedies for teachers — to simply state that some of the input need not be attended to in very much detail, or to jot down the unknown words on the board. These two excerpts suggest that some teachers can retrospectively identify the sources of trouble in lessons and offer remedies.

> The following activity was to review the names of each family member. Each student was asked to find a partner and find out his/her family. The students came up with all different responses. In doing this one student with Chinese background used "di san, di si" etc. to indicate his place among the children,

e.g. the second or the third. Yet while we were doing the critique one student pointed out that the teacher should not use any unfamiliar words in class which she thought was very confusing. To me I feel that if the words do not interfere the main track, the students can simply ignore them if they don't want to bother. Next time the teacher can tell the students by saying that these words are new words and if you don't know that is all right. We will introduce them later.

In my opinion new forms and vocabulary can be introduced little by little. But that doesn't mean that in one class we can only learn one or two words. Because sometimes the words connection in meaning can help you remember the word easier if you have another contrast or similar word to be introduced at the same time. What I am trying to say is that it depends on the meanings and relationship between the words, too. When some new vocabulary comes up in class unexpected, the teacher can write it down on the board and at the same time tell the students that we have not learned these words yet. Don't panic. We will learn them in future. Right now you want to remember you are welcome to do so. If you think it is too much for you then you can wait until it is introduced later.

The following account refers to the orientation seminar on the methodology of proficiency-based teaching. Interestingly, the troublesome event featured in the focused journal entry is not conceptualized as a shortcoming of a particular technique, but indicates that some of the students may not have adopted the proficiency philosophy. This excerpt also reveals that there is some confusion about the origins of the proficiency approach to teaching, and the types of expectations there are for teachers and students.

1st. "*di i, di er, di san, shauhaizi*," are not the key structure in this chapter.
2nd. Those words were bring out by one of the students during the practicing period.
Ans. According to Trisha Dvorak's speech in UH, when the teachers set up more frames for their students, then the students have less chance to jump out the frame. In order to open the frame which I set up for my students, I should encourage students bringing out additional materials. Therefore, the problem is the students who cannot really adopt Dvorak's method yet.
This problem can apply my confusion about this teaching method before. No matter we are as a student or a teacher, we all need a procedure to deprogram ourselves from our original structure. How we do it, I don't know it yet.

The following excerpt indicates that learners need to get a feel for what is important in the input. It suggests that the teacher needs to stick to the lesson plans and not be concerned with the effects of incidental tangents students may follow

when unintended words are introduced in the lesson. This contribution in particular indicates that at this stage of the Institute some of the participants rely on conventional ways of dealing with student confusion.

> For the two topics for today's journal, the first one I think is not something important in today's teaching. It is not included in today's teaching plan. It happened some students used them or asked about them. They are not at all key structures for today. I think the only thing the teacher should do, but not enough is that the teacher need to tell the students that "di..." and "*shayhaidsu*"(I am not sure what word it is, my guess is "*xiao hai zi* (children)") are not the structure we learn today. If they cannot use them, it is OK.

The recommended remedy for the source of irritation in the lesson featured in the focused event seems to be at variance with the goals of the proficiency movement. It indeed appears to be anachronistic as it endorses the use of grammar translation and explanation in the students' native language about the meaning of unknown words not featured in the lesson plan.

> As for the second topic, I need first to make clear what are the "new forms and vocabulary" refer to. If they refer to the new structures, expressions and vocabulary in the new lesson, they should be included in the teaching plan. If they refer to the expressions and vocabulary outside the lesson which the students have not learned, my idea is that the teacher can use them alright. But the principle is that s/he should make sure that the students understand their task and what is going on in class. If they do not understand, that means the teacher need to explain either in English or in simpler language (but it may takes longer time), and then repeat the key words or expressions in the original utterance, just reinforce them and make the students know the meaning. But if they cannot remember them, it is fine. At least they have the exposure of them and when then come to learn them in lesson, they may feel easier. However, I think, new vocabulary and difficult structures should be controlled in classroom teaching.

Among the remedies mentioned thus far, the reference to the teaching of learning strategies appears saliently. At this early stage of the Institute, the fact that learner problems arise relative to the complexity of the input from the classroom suggests to some of the Chinese teachers that the problems students have can be mitigated by better strategies. The issue of learning styles and strategies and better information from teachers about the content and focus of the learning tasks is one that is repeated in other accounts of the trouble spot.

Maybe students should have been informed that whether they were responsible for the lexical items and grammar structures that they have not had exposure to.

Teachers' Perspectives

They should not depend on teacher too much nor expect teacher to give them all the information they need. They should learn to find strategies to cope with situations that they might encounter.

Students expressed a greater ease with the class, a greater satisfaction with teacher response, and a greater grasp of language.

One student especially expressed inability to perform independent dialog and pointed out frustration with untranslated words and lack of direction with proper response to questions on dialog sheet. This student seems to have multiple problems with learning the class material, some of which are shared by peers and some of which are not.

Although this teacher's account points out that the most vociferous criticism of the troublesome activity in fact was originated by one of the students and was picked up by the others, the source of the trouble here is seen with the framing of the activity (the dialog sheet) more than with the shortcomings of the students in accomplishing the task as the teacher had planned it.

I have mixed feelings about the dialog sheet. Since there is an accompanying audiotape, sounds are not totally foreign. I do not know if students listen to tape.

For students to do pairwork on dialog sheet successfully, it seems necessary that they first have many encounters with the correct dialog responses. They need more modeling, more listening comprehension, and much more practice with vocabulary involved before attempting pairwork on dialog sheet. To be presented with unfamiliar options so early in the learning process seems to present some confusion. The dialog sheet, especially if it has not been preceded with the audiotape and some classroom practice, seems to be demanding too much production before adequate reception.

Summary of Focused Event 1

The first focused event for the Chinese class came in the second week of instruction and was based on a sample lesson given by the master Chinese teacher. The issue the event represents is one that is endemic in the community of proficiency oriented teachers, one that demonstrates the difficulty of providing sufficient context

for stimulating the learners' acquisition of meanings without overt focus on form through translation or cognitive code learning. The gulf between the struggling students and the perceptions of their teachers can be expected since the repetitious experience of practice teaching and critical feedback from learners and peers has not at this stage of the Institute established the basis for accurate reading of the extent of learner understanding of the content.

With the difference in language learning backgrounds among the students of Chinese, and the variation in the types of strategies the learners use in class, the issue of how the Chinese teachers present the language in ways that are consonant with the proficiency approach arose quickly. The second focused event for the Chinese class addressed the difficult task of identifying a major component in providing rich input to the learners — the issue of the role of context.

Focused Event II : The Role of Context

In the fifth week of the Institute the observation of the Chinese class included a critique session during which the students of Chinese expressed their satisfaction at being able to use their new knowledge of a limited vocabulary to infer the meaning of previously unknown cohesion markers from the context . The topic for focusing the journal entries therefore sought to explore the meaning of context in proficiency oriented teaching. The specific wording of the memo distributed to the class was the following:

> "In this morning's lesson students heard and read a narrative story in which new vocabulary *ke shi* (but) and *yin wei* (because) and *suo yi* (so) appeared.
>
> The context of the story telling made these words comprehensible to the learners. But what makes the context? Please discuss the characteristics of a facilitative context for language learning."

As the notion of contextualization of language is essential to one of the main components of proficiency oriented teaching, that of providing input which can be comprehended without the aid of a first language gloss, the second focused topic for the Chinese class delves into the participants' assessment of their experiences and takes their description of the process of making input optimally useful as the basis for evaluating the effect of that particular classroom experience. Like the first focused event, perception of the makings of context varies across individuals according to their vantage point; that of teacher or student. The goal again is to determine the extent to which teachers in particular can come to see the importance of contextualized teaching in a way similar to the students perceive it.

> Today's story was a very "user friendly" activity. We were made to feel really smart that we could read tons of Chinese IN Chinese characters because the pinyin was written above and a story was constructed with materials we had previously only learned as isolated parts, not segments of a coherent story. There were very few unknown words but they were surrounded by words and phrases that made the meaning very easy to guess. Also the majority of unknown words were extraneous words or connectors.

This student also makes the observation that the task itself did not necessarily lead to the success the students experience, but rather that the content of the logical connectors in Chinese were inferable from the surrounding context. Here the notion of context is interpreted as being dependent on the degree of familiarity learners have with key vocabulary items appearing in the text. As we will see, this point will emerge again and is one of the sources of disagreement about what the essential components of context are and how they are manipulated in task and material development.

> There were no instances where not being able to guess the unknown word would severely hamper the understanding process. Main ideas or words in a sentence cannot be the unknown material for this to work. This exercise was constructed very well so that the context facilitated the discovery of the unknown word, not the other way around. This is necessary for success in this type of activity.

The second account identifies the use of contextualization as a key component of the proficiency oriented teaching methodology, and agrees with the previous qualified account of the success. Namely, the limits of what can be inferred from the content and contextualiztion of the passage are noted. Interestingly, the writer attributes part of the success to the use of 'control' in the arrangement of the input. As was seen in the first focused event with the Chinese class, the issue of control is one that many of the teachers see as essential for successful teaching, although it does not seem to be associated with the major premises of the proficiency approach to materials development.

> I did not find the words particularly difficult to understand because they were easily understood from the context and the bulk of the story was written with familiar vocabulary and structures. This is indeed the key to this type of approach — new patterns with familiar vocabulary and text. Had the same thing been tried with a lot of new vocabulary or many new patterns, my ability to understand the words "but", "because" and "so" would have been greatly decreased. There was enough control regarding the content of the narrative

that students were able to discern the meaning and usage of these few new, important words.

A further qualification is added in the following excerpt. The object of the focused event was a successful implementation of a teaching strategy. That students appear to be identifying grammatical phenomena without overt form-focused verification appears to be insufficient as evidence that they have really "got it". The subsequent need for checking on student comprehension suggests that there remains a significant reliance on teacher-led exercises to confirm that learning has in fact taken place.

> I would like to point out however, that this kind of approach has some inherent dangers (This is not to say that it should be avoided, but rather that it is something the teacher should make note of). One is that the students may assume that "ke shi" means something other than "but" and their own hypothesis may very well make sense in that context but not in another. Therefore, in order for the students to accurately discern the correct meaning of these words and their appropriate usage, it will be necessary to check their comprehension of them. Traditionally of course, this has been done by the grammar translation method ("So what does "ke shi" mean in English?). I am not advocating this method personally. I would be more likely to do a comprehension check by giving many examples with visuals to reduce the amount of English explanation necessary and let the students confirm that their hypothesis is or is not correct. As Mr. Bley-Vroman explained in his presentation, students can not creatively use the language until they can see the pattern and they can not see the pattern until they have been exposed to enough examples of the pattern to be able to draw generalizations. This would be my aim and finally, after many examples, I would ask students if they still had any doubts about the word's meaning and at that time, if they wanted to check their understanding by giving an English equivalent, I would allow them to do so. At this stage, I don't feel it is harmful to give them an approximation of the word in English or its nearest equivalent because I have already achieved the objective of making them think in the language and try to understand from the context clues and words which are familiar to them. The use of English at this final stage is really only to help those students who feel insecure without it and chances are that they probably understood all along but just needed this confirmation to ease their own mind and instill confidence.

In the following excerpt the components of contextualization are listed. The account specifies what is theoretically important for contextualization but does not point out exactly what aspect of the lesson from which the focused event emerged instantiates the assertion that it was contextualized.

I enjoyed myself reading "Sun Laoshi's story." Though there were several words and phrases I did not know, I understood 99% of the content of the story.
In my opinion, the first requirements to make reading comprehension easy for students are as follows:
1. Ideally, the story must have a good organization, that is, a) the appropriate opening, 2) the development of the story, 3) the core (most intriguing part), and 4) the conclusion.
2. It must have a good, logical transitional words or phrases, if most sentences contain something the students have not learned.
3. The whole content of the story must be written using common sense (it depends on how much background information the students have).
4. The topic must cater to the students as a generic mass. For example, "cramming for the exam," "how to ask somebody out for a date," "my embarrassing moments," "about myself," "my family," "my friends," etc. can be interesting topics for most students. The teacher has to be careful in choosing topics so that his/her students can relate to the story. If the teacher gives a scientifically complicated story to students who are basically liberal art-oriented, they will lose their interest or curiosity immediately after they start reading it.

Without reference to specific foregrounding and textual clues that made the logical connectives in Chinese salient to the readers of the story, the account above reveals that the writer is at least aware that context is important, even though there is no evidence that the notion is precisely identifiable to one who experienced it.

The final student account reveals a fact that was not mentioned in other accounts, but was one that might have influenced the teachers' planning of the contextualized reading passage. In order to create a context for inferencing of unknown meanings, the teacher presumably must assess the current state of learner 'readiness' for the task. The account below suggests that the teachers may have been counting on the fact that prior literacy in Japanese, a language which relies heavily on the Chinese writing system, would make the contextualization of the new words possible for at least some of the students. This fact implies that there might have been a presumed 'trickle down effect' in which students literate in Japanese would be able to aid their peers without direct teacher-led intervention.

Reading exercise works surprisingly well to develop students' guessing ability. It also helps students build up confidence about their abilities.
While reading today's exercise, I kept wondering; if there had been no Chinese characters given, could I have understood the story that fast? As I skimmed over the story, I realized that I was not paying attention to the *Pin Yin* at all; I was just reading the Chinese characters to guess what the story was all about, and that's why the task was a piece of cake for me. Thanks to my vast knowledge about classical Japanese, which uses a lot of Chinese ideas and

> characters I was able to understand "because," "so," and "but" without thinking about the relationship among sentences.
> If the intended purpose of this task was to have the student figure out the content of the story by reading *Pin Yin*, I think the students with the knowledge of Japanese should not have been given characters.

The first teacher account attributes the setting of the context to the notion of controlled introduction of vocabulary and structure, and not to prior knowledge or the influence of successful readers on their peers. Of interest here is the reliance on the familiar notions of control and exposure as the important factors influencing contextualization.

> I think that students were able to figure out the meaning of those three new vocabularies of the passage was because almost the whole passage was written with vocabularies and grammar structures that students have been exposed to frequently. Also, the length of the passage was appropriate for students' level. As a result, students were able to figure out the meaning of those new vocabularies by the context.

The extension from controlled vocabulary and structure to the successful 'guessing' by the students here appears not be a matter of contexualization per se, but is rather the result of student strategies stimulated by the task.

> Personally, I think this is a good strategy to build in the feeling of success for students and a good training for students not to be panic when they encounter something they don't know in the target language, because they can try to use the information they are familiar with to guess or figure out things they don't know.

The above account reveals that to this teacher the student performance is somehow not necessarily dependent on the creation of adequate context, but is rather something that successful students learn to do. Here the crucial notion of control appears not be in the hands of the teacher as task designer. Our quest for defining what makes context salient to learners therefore does not be seem to be fulfilled in this teachers account.

That an actual non-participant in the observed lesson would attribute the success of the contextualized narrative to "principles" of language teaching reveals that different people perceive and interpret the same events in distinct ways. The notions of 'authentic' and 'meaningful' were introduced in the initial weeks of the

Institute as part of the overall proficiency oriented approach to language teaching. The present teacher sees the narrative as an embodiment of the proficiency approach although this insight does not appear to be shared by her colleagues.

> Although I was not in Chinese class today, I listened to the critique from the students. It seemed to me that the students really liked the narrative exercise, in which they listened to a short narrative and was asked to find out what it was all about. Some words that they didn't learn yet appeared in the narrative such as "but, because, and therefore". With the help of context the students understood the meaning and usage of these words. This actually shows the principle and concept of language teaching. If the teacher gives these words individually without context, these words would be only isolated symbols without meaning. But when we put them in a context (authentic and meaningful), they become functional and meaningful. This is actually the very technique we language teachers are struggling for and trying to obtain. In this task-based and contextualized approach the students are able to learn the language and use the language instead of learning about the language.

Thus far we have the impression from the critique and the accounts provided in the focused event journal entries that the connective had been successfully learned from context. The following account suggests that without direct assessment there no guarantee that learning in fact took place. The text might have been understood without the key connectives (conjuncts) having been learned.

> As for the specific topic about the comprehension of the two conjunctions which are new to the students, I think some of them did not really understand the meaning of them. But that would not affect their comprehension of the whole text, because these two are conjunctions, even if the students do not know the words, or without the two words, the students can still understand the text.

The ordering of subtasks logically antecedent to the inferring of new meaning from context is set down in the next account. Here, the notion of coreference across sentences establishes the contextualization thought to be important for the inferencing. In this account the teacher can identify some of the textual features of the narrative that can be traced to the students' correct inferring of the connectives.

> Cohesion is not only made by sentence level, but also by the discourse flow. Take this story as an example, though the story is simple, we can easily find the coreference noun and pronoun--Sun Lao shi. So Sun Laoshi acts as a thread connecting the whole story, weaving in and out of the text. The story is about her and other people in the story are connected with her. Like the place where "ke shi" is used, it is apparently a comparison between Sun Laoshi and her

sister. Since they are both Chinese teachers, the difference is about their students. The supposition is that Sun Laoshi's students are all college students, but her sisters students are children, there must be something like "but" to connect the sentence.

For "yinwei...suoyi", besides the discourse flow, if the students know the meaning of other parts of the sentence, they can find by logically thinking, they need something like "because" to connect the two parts of the sentence. Especially, the phrase appeared two or three times in this short story, and each time they may find the same meaning and function. Logic thinking and comparison may also help the students to understand the phrase.

The final teacher account on the topic of contexualization perhaps summarizes the lack of concordance on how the task itself stimulated contextualized learning.

Not sure what is meant by facilitative context for language learning, and the question about what makes the context. The context was a meaningful whole. The new vocabulary was easily understood within the meaningful whole.

Summary of Focused Event II

The various excerpts from the Chinese student and teacher accounts of what makes context remind us of what Fanselow (1977) called the 'Rashomon' phenomenon. The different experiencers of an event see the same event in unique ways which only partially overlap. Since one of the goals of the Intensive Summer Institute peer teaching experience is to have participants develop new insights about the process of learning, the issue what makes the context for such indirect learning is of significance for evaluating the extent of convergence to this end.

The second focused event, albeit one that lends itself to unequal vantage points because of differing experiences among the students with a cognate language, appears not to reveal a consistent description of what made the narrative task a success. A potential reason for this variation in perception may stem from the fact that the main channel for the understanding was not based on public negotiation of the meaning of the text in the presence of the teacher as interpreter. Instead, since the narrative was a reading exercise, there was little chance for non-readers of Japanese to hear others in negotiation with the Chinese teacher about the meanings of the connectives.

Chinese Focused Event III: Pair Work

The final set of excerpts from the Chinese class deals with an issue which is common to many language classrooms — the optimal use of pair work in relation to student ability and interest in tasks requiring students to work together. The context

for the present focused event emerged after student critiques after class revealed some dissatisfaction about the teachers' assumption that nonperforming students in pair work activities could in fact learn vicariously from the observation of their peers performing a prepared dialog. The memo reminded the students and teachers of the content of the critique:

> "During Tuesday's class individual pairs of students were asked to perform dialogs. Non-performing students observed each pair.
>
> Discuss in your journal for July 23 the issue of student involvement during activities focused on individual or pair performances. Consider also the optimal use of class time for learning in such activities."

The first account of pair work reveals that there is a process of student negotiation of language that takes place in the students' native language. While this use of pair work in terms of the proficiency oriented approach to teaching would most likely be proscribed, it nonetheless reveals an "underground" use of peers as information sources for individuals in the class.

> I have experienced the pair work to be very helpful in clearing up my own misunderstandings or confusion regarding the language. I find that my classmates, especially the high achievers in my class, are able to explain or answer my questions very simply and clearly. I think that your peers can sometimes explain something even better than the teacher can because they are closer to your level of understanding.

What is perhaps the intended use of pair work, a configuration of the class to optimize student preparation for "public" practice, the issue of concentration and time sharing become important. As this account puts it, pairs must "tune out" while they concentrate on their own up-coming public performance even while their peers are presenting. The student here offers a remedy for this potential conflict — reviewing the pair work content or changing the channel to the a visual or written mode.

> When pair activities are done and then the pairs are asked to report back to the class or perform in front of everyone, however, the value of the activity is slightly decreased. Most pairs are tuning out the other pair's presentation as they put the finishing touches on their own presentation that they will be asked to perform shortly. Or, they are rehearsing silently in their head. Also, it is difficult to follow the conversation of classmates because they often use vocabulary and patterns not yet studied or their pronunciation is so bad that they are difficult to understand and so students tune them out. Considering these drawbacks, one might devise other follow up activities following pair

BEST COPY AVAILABLE

work than those typically used. For example, a pair writing assignment.

The next account offers a remedy to the problem of time-sharing. By requiring some follow up from nonparticipating students which integrates the content of presented dialogs, a teacher can effectively force all students to attend to the current presentation. Interestingly, this remedy is one that exercises teacher control over student attention, but does not address the students' need for time sharing in the first place.

> As for the issue of student involvement, I have observed, in my own classes where I teach, not every student pays close attention to what is going on in the classroom unless they are asked to be responsible for something. It is not an ideal situation from both the teachers' and students' perspectives. Today I felt that the same type of thing was happening in our class of Chinese. While some students are performing their dialogues, the rest of the class did not seem to be 100% in it. Some students were busy practicing their dialogues, and other students were giving up their efforts of listening because they did not know some of the vocabulary in the dialogue.
>
> So the issue here is how you can get everybody involved in the classroom activity, which has much to do with the issue of "optimal class time use." If the students are given a specific task related to the performing people's activity, so that they can present it in front of the class afterwards, they have to keep being attentive about what is going on. Thus you can reduce the amount of "dead time" for everyone.

The perspective of the student is also available to this writer. Her use of contrasting rationalization for not forcing all students to attend to presentations of dialogs and the like by their peers suggests that she can see both sides of the coin.

> In the class of Japanese, however, I have observed more than once that the students "enjoyed" the dead time and used it as "relaxing time." It seems that those students cannot tolerate continuous stress or uncomfortableness that they are expected to go through.

The use of pair work activities for communicative and form-oriented practice is an aspect of proficiency oriented instruction that goes against the prior training of many in-service language teachers. The reality of pair work, even in the relatively ideal circumstance of the Intensive Summer Institute, is that not all pairs will be equally interested in, or successful at, the tasks assigned them. The present excerpt reveals some hesitation to assume that the pair work format will lead to the optimal

language practice.

> I enjoyed the skit designing exercise. It gave the students a chance to create with the language, without being "all alone" because it was in pairs. It is good practice and indeed necessary to have students practice creating from their own brains what they want to say rather than regurgitating learned phrases and sentence patterns. I, also am sometimes at a loss as to how to go about using class time to perform the skits. On the one hand, if you don't have the students perform, you lose the chance to correct minor mistakes in pronunciation and/or grammar. It can also be good listening comprehension practice for the other students. However, due to class mates' often poor pronunciation and grammar it is difficult for the students to stay engaged often.

Just as in the previous account, teacher control over the nonparticipating students is the remedy for the "problem". That the students preparing for their own skit may *need* extra time to prepare, if only even to defray the stress public performance creates, does not seem to be an issue.

> In my own experience, I have tried to keep the motivation for listening to the other students' efforts by having them do some listening task, such as making a brief summary of the skits or answering brief questions about each skit.

The same student's query about the transferability of the classroom simulation to the "real" world of her own class indicates the need for participants not to import the same activities they experience in the Institute to their own classes, but to adapt the activities into workable models. The writer is apparently wary of assuming that public performances by pairs of students in front of twenty eight uninterested peers may not be the best use of time for her class. Consequently she considers alternatives and potential modifications.

> However, since I have classes of 30 students, I don't do this type of activity very often because I constantly feel the pressure of needing to cover X material by X date (due to department regulations). I wonder if having the students still do the task in pairs and have them hand it in for corrections or have other pairs peer-correct their papers and then have them do one or two a day for period of time might be a more efficient use of time. I really don't know and would like feedback from other more experienced teachers.

One effect of simulated classroom teaching practice is the phenomenon of teachers seeing the simulation as successful, but still consider its applicability to the "real" classroom limited. This is in fact is reflected in the next account, which sees

pair work and public performances in a different light in comparison with the previous accounts.

> I think this works all right in a small class, since one can get through all the skits before the group's attention begins to wander, but it really does not work very well in a large class, such as my typical first-year Japanese class. What happens is that the people who are not performing either talk among themselves in anticipation of their own turn to get up and talk or they start doing their math homework. Still, I think there is value in having at least some people talk in front of the class, because it puts a definite cap on the activity and it also gives me a chance to focus on individual students.

As in previous remedies, the use of teacher control is invoked as the major apparatus for penalizing inattentive students — students who, in some accounts given by the present group of participants, need the time for concurrent practice and anxiety management.

> Perhaps the solution is to require active listening, having the students take notes on what each group has come up with and then having them hand in the notes for part of their participation grade.

The first teacher's account concurs with the students' common identification of the trouble source. This teacher's proposed remedy is also similar to those we have seen in the student journal entries. The teacher is again advised to exercise more control over the nonparticipating students by assigning concurrent activities that require attending to what is said by the pair currently on stage. The psychology of public presentation and the relationship of anxiety to public practice by this teacher is not addressed.

> As for the focused event about the dialog presentation in class, I think it is not a bad activity, which can be used in class to make the students produce. The problem is how to deal with other students who either have finished their turn or are waiting for their turn. For those who have finished, they may feel a kind of need of change. For others who are waiting, they may keep thinking of their own dialog, instead of concentrating on listening. I think maybe the teacher can ask only one or two pairs to make presentation in class and tell the rest of the class to ask questions. Maybe the teacher can also assign the students to prepare their class presentation beforehand, and ask them to hand in for correction.

The next account also considers better ways of controlling the attention of nonperforming students. It does, however, consider the gaming element involved in

drawing in other groups, and frames the extended task as a kind of competition among the class as a whole.

> Regarding this issue, I think what Cyndy Ning suggested afterward was a good idea to solve this problem. We can divide the students in pairs or groups. We don't need to let all the pairs perform in class. What we can do is that we would let the students know that only two or three pairs are going to perform and the rest have to listen to their dialogues very carefully and try to figure out what the possible relationship is between the two persons and where this conversation may take place. In this way when one pair is performing the others still have their own tasks. In order to make it more challenging we can let two groups compete and see which group will guess correctly and get more points.

The last account makes reference to the major apparatus of consciousness raising for the students and teachers — the critique session. She notes that in the end the teachers must weigh numerous alternatives at the same time in devising optimally effective language lessons. The goal for the teachers is to find a way to the "happy medium".

> As students indicated in critique, there may have been a bit of an overkill — in part due, I think, to students' past comments. We kind of still seem to strive for mastery in one lesson. I thought critique session Cyndy conducted pretty much covered salient points for which we as teachers are constantly having to make decisions: how to avoid the tedium of one by one, but yet allowing for some production, how to balance between allowing student imperfect production versus providing good models. I also felt there was less petty stuff.

SUMMARY OF CHINESE FOCUSED EVENTS I — III

The three samples of observed events in the Chinese classroom leading to points of conjecture and other noteworthy comments suggest that with the unfolding of the post-lesson critique sessions teachers and students began to provide each other with candid and fruitful feedback. The first of the focused events collated here does not reveal a high degree of convergence among students and teachers. This phenomenon might suggest to us that at the beginning of the intensive course students perceive the events of the lesson in light of their experiences in the learners' seat, and teachers see the same events in the light of their place in the lesson plan With the use of the feedback sessions, both groups begin to recognize the places at which their intentions go astray, and both consider common remedies to the problematic aspects of the lessons. Although there is inconclusive evidence from the three focused events that

participants have gained clear insights into the roles and needs of learners and teachers, there appears to be some converging of opinions about the problems that arise and the feasibility of different strategies teachers in particular can use to either repair malfunctioning lesson components, or to inform learners of better ways of dealing with the task of learning the language in the limited context of the classroom.

The content of the focused lessons considered here was dependent on the lesson plans devised for the teaching of Chinese. Of interest for the overall evaluation project will be the extent to which issues arising from the Chinese lessons show similarity with those from other language classes. It may be a foregone conclusion that learners and teachers will see the events of the classroom from different perspectives. We are nevertheless interested in discovering how the major method of consciousness raising used in all four language classes, the critique session, provides criteria for participants' understanding and appreciation of issues essential for proficiency oriented language teaching.

An assumption made by many language teachers, that specific languages must be taught in particular ways, is often the point at which the proficiency orientation to teaching becomes contentious. In the Intensive Summer Institute peer teaching, four different languages were featured. One of our goals in the evaluation is to consider how teacher attitudes to proficiency oriented teaching vary with the language they specialize in. In the next case, we consider the accounts provided by the teachers and students of Spanish, a language that some of the participants have had exposure to, and one that has a relatively higher percentage of cognates with English.

Spanish Focused Events

Given the popularity of Spanish as a foreign and second language in the United States and the proximity of Hispanic culture, it is no surprise that teachers and students of Spanish represented the largest group of participants in the Institute. The popularity of student enrollment may also to some degree be influenced on the exotic nature of the alternative classes. Spanish, by virtue of its Latin base, provides a potentially less demanding cognitive load to Institute participants in comparison with the less commonly taught languages — in this case Japanese, Chinese and Indonesian.

The focused event journal entries began early for the Spanish class. As many of the lesson modules relied on situational dialogs and skits, presumably because of the high degree of lexical cognates, the Spanish teachers launched into innovative teaching techniques earlier than the other classes. The first focused event therefore deals with one such case; that of contrasting authentic materials with more controlled use of language.

As in the Chinese classes, the focused event was prefaced with scene-setting note, which refers back into a salient point in the lesson.

Spanish Focused Event I: Comprehensibility

"Recall the two interactions between M and C concerning their families and what C had in her bag".

"Teacher skits introduce lexical items and grammatical structures that students might not expect and may not have had exposure to in previous lessons. Please comment in your journals on the issues of authenticity and comprehensibility in relation to controlled versus uncontrolled language."

The first account from the students' point of view suggests that the issue of control affects directly the degree of pressure felt by the students. With more unrehearsed language introduced into the lesson, the weaker students are expected to comprehend whatever they can from the presentation materials. As the following account shows, however, the threat of accountability leads to anxiety and frustration.

> Because I have been having a hard time catching up with this class, I studied this weekend. Yet, when new materials were introduced, I was immediately last again due to the fact that not enough opportunity for reproduction of the sound was given. In addition to it, it was very frustrating for me to listen to the five minutes of presentation in Spanish, while I had no idea what they were

talking about. I think five minutes is too long for true beginners to listen to when we don't understand what is going on. I also felt that although it is important to give as much opportunity for students to hear the conversation between the two teachers as possible, teachers should minimized that at this level and instead, students should have more opportunity to interact with the teachers.

Lastly I was frustrated with the quiz given at the end of the class. Most of the parts of the quiz were fairly presented. However, there were some parts which we very briefly covered in class and didn't give the opportunity for oral production. By the time I had this quiz, my frustration was almost reaching the top and this quiz was the last straw. I have never felt this much of frustration in class as a student. If this is a lesson for me to learn in order to find out how students feel in my class, I believe I really had enough of it. I think I have to change my attitude towards learning this time in order to survive in this class for another three weeks.

The issue raised in the focused event question addresses the notion of authentic materials being introduced potentially at the expense of comprehension. The next account suggests that if the materials are not comprehended sufficiently, their authenticity is of no significance, not to the struggling students at least.

What about negatives? Yes, indeed I have a lot to complain about the day and the course as a whole. First, the chapter two teachers employed direct method to introduce the lesson which was not always successful from my viewpoint. Second, many things were left without understanding and much time was spent/waisted repeating the same thing over and over. Repetition is helpful; however, they repeated things that were of *no importe*. Use of the common language, English, would have saved time a great deal. They forgot to "spiral" the items that have been introduced in the previous week. Even during the second period with Jim and Michael we/I needed much more oral practice with them and fellow learners. Sharon and Maxine did not incorporate those in to the new lesson. *Mal* ! Finally, the quiz! Where in the world Jim and Michael could use the second and the third sections? They did not explain many of the items explicitly in class before the quiz, nor did they have us practice the vocab. and patterns orally or in any way. Not fair! I'm saying things just like my students in the real world.
Hope *mañana* would be better.

The excerpt above identifies some of the places where the teachers went astray. Their use of repetition, for instance did not provide the sort of practice this student thought would be necessary for the materials to be understood sufficiently. Like in the short excerpt below, she notes that the introduction of materials did not include the common technique of spiraling, or recycling of recently introduced, but only partially

learned materials.

> No more shower of new vocab.! We need to digest what has been introduced! Don't forget spiralling! Consider students, what they can do with the language covered, before what teachers can do in class!

The next account reveals a misinterpretation of the two teachers' use of the target language in class. We assume that the teachers intended to provide the students with extra exposure to authentic talk about the content of the lesson. The result, instead of providing the basis for inference, leads to a feeling of frustration with not knowing what is meant to be understood by students as part of the lesson "plan", and what is meant to be indirect exposure to two speakers talking about something of potential interest to the learners.

> Then, the worst of the sardine-packed lesson came, i.e., *cuando*! The word, *cuando*, all the sudden came out in order to talk about *fiesta* that the teachers had planned to do during the class time in one of these days. They should've informed us of the fact that they wanted to use the days of the week and other time expressions that are introduced in the chapter. I have been studying the language in advance whenever I can afford the time; however, the item is introduced in the latter part of the lesson so that I was not ready for them. In fact, no one was able to follow the topic. Moreover, Sharon and Maxine kept talking in Spanish on things that weren't very important at that particular moment. They didn't have to stick to direct method. Don't waste precious time! Use the common language or inform the learners of what will come next beforehand.

In assuming that the teachers were motivated to use the "direct method", which presumes that unknown words and structures in particular are to be inferred from the stream of speech, the excerpt above faults the teachers' attempt in using authentic language because it was not sufficiently structured. Since the Intensive Summer Institute was not specifically designed to give teachers practice time with the direct method, per se, we can assume that this participant was seeing the authentic language exposure as an example of a poor implementation of a method instead of its presumed purpose — to provide very roughly tuned input that would only be partially comprehended.

An issue that arose in the Chinese class reemerges here in a slightly different form. For Chinese, the issue of some students' literacy in Japanese suggested that the successes in materials introduction were artificially inflated by the fact some of the students were differentially predisposed to inferring new characters from the roughly

turned context. Here, in the Spanish class, a similar phenomenon presents itself. The presentation of authentic language presumes that listeners have the minimum wherewithal to piece at least some of the input together. In Spanish, the use of cognate words allows the teacher to assume that the process of inference can at least be started. But as the following excerpt points out, this assumption may not be valid.

> It is a danger that they assume that cognates are easily understood particularly when the majority of the student body is from Asian (non-Western) cultures. They think the five vowels would give hard time to everybody in the class. This became clear when they did the dictation exercise in which they gave us the spellings of the vowels involved. They have certainly not dealt with L1 speakers whose vowels are not a problem for studying Spanish. It's too bad that both Sharon and Maxine must have realized at some point that the language they are taking now, i.e., Japanese, is one of them.

This fact casts doubt in the minds of some of the participants that the sort of simulated classroom teaching done in the Spanish necessarily transfers to the more general context of foreign language teaching.

Teacher and Observer Perspectives

The observer's account given here assumes a more objective stance and sees shortcomings in the lesson with authentic materials in ways not common to student or teacher perspectives. Of interest is the noting that the cognitive strategy of some of the students thwarts the teachers' attempt to get them to infer from the roughly focused presentation material.

> Find the biggest frustration as an observer is seeing student confusion and not being able to do anything to remedy the situation. We have gone overboard in trying to minimize the role of grammar instruction in our class. Lately, when we have given an explanation, it has been in Spanish and often not in the clearest of terms. Not all students are so inductively inclined that they will try to intuit structural guidelines from what must surely appear to be a barrage of random sentence structures. It tempts me to help students with grammatical patterns in the evenings though there really is not much time for this and it may give a false reading of class precipitated progress. This is not to imply that I have doubts about proficiency based instruction but rather that I sense grammar instruction can be complimentary as an organizing framework or schema in which meaningful language can be cast in terms of its component parts for future reworking/use in different contexts. Why not give clear concise (in the second week of class this probably implies English) instruction concerning the structural relationships of phrases? The point is not that we need to avoid reference to grammar, we need instead to avoid dwelling on

grammar. Structural analysis should not drive the lesson but narrow minded proficiency fanaticism should not drive structural analysis out of the lesson.

A second point made here is the apparent over interpretation of the role of conscious knowledge in the Spanish lessons. The observer notes that even the content of grammatical explanations is presented in Spanish, and thus increases student confusion and frustration. Here the issue is whether not there needs to be any reference to structural facts about Spanish, but how such information would be best conveyed to the students. Here we can see a point at which the proficiency-oriented approach is interpreted differently by participants. It appears that at this point the students and observer do not consider the use of authentic material that is not narrowly focused on form as being representative of "good" direct method teaching. In order for this sort of issue to be resolved, either more attention will need to be given to it in the critique sessions, or a more formal exposure to the assumptions of proficiency-oriented instruction should be made at the outset.

The second observer sees the problem experienced by the two teachers as one evolving from a remolding of their familiar direct method ways into the cast of the proficiency approach. By relying on the target language for everything, they appear to get themselves into trouble.

Am experiencing a bit of stagnation right now in the addition of new tricks to my repertoire of language instructor gimmicks. Look forward to the next two teachers and their introduction of new methodologies. Our current teachers are trying hard but are having a tough time breaking out of what appear to be their long time teaching strategies into lesson planning that integrates functional validity, realism (guess the buzzword is authenticity), and multimodal practice. It has been valuable as a cautionary example of the need to keep an open mind despite our tendency to coast along in ruts.

A third observer adds a different perspective — one that is particularly relevant to the evaluation of the Institute. It reveals that some of the feedback to teachers may be misdirected or at least misinterpreted. The need for more sustained reference to theory in the critique sessions is implied by this account.

The most interesting part of the lesson given by the team today was not the lesson itself but the "critique" session that went on afterwards during which numerous members of the teaching profession have now become expert at what and how teaching should be done. We are consequently assisting at long session of defensive and rationale arguments. The students were not present during the session of heavy critique and that was too bad, because what we as teachers perceive as a poor / ineffective activity might not be in the eyes of the

> students who were subjected passively or actively to the activity. Students might have viewed the activity as a welcome slowdown, repetition, mechanical work maybe but productive in it's own way. Are we as teacher to judge the validity of an activity or should that assessment be done by both parties? As teacher we might not like the activity for it might appear frivolous or simply time-wasting but from the students angle it might not be so.

The observer's comment focuses not on the lesson content, but on the acrimonious critique session. In the early critique sessions, only the teachers and observers participated. As noted in this excerpt, the need for the students to provide their perspective is apparent. Otherwise the teachers may be faced with criticisms which may be driven by confusion, cognitive dissonance, or ad hominem condemnations.

The instantiation of what the two teachers considered to be proficiency oriented teaching — exclusive use of the target language without prefacing unknown words and structures — has led them into a difficult situation in the sample lesson they gave. We can assume that few of the students have had extensive teaching or learning experiences utilizing the major canons of the proficiency orientated approach. It is not surprising that the critics of the sample lesson found fault with it for reasons not directly related to shortcomings from the proficiency approach. The feedback to the teachers in the critique session was therefore varied and confusing.

> Critiquing session was devastating today. Not only was I used as a bad example in Japanese class for not doing my homework but I was criticized in target language group for not seeing that a student was not participating. In addition I was criticized for error in my Spanish. The correction in my Spanish could have been done privately. Teaching for a total of 5 days, incorporating new ideas with limited materials and facilities has been overwhelming. This is a lose-lose situation--no matter how thoroughly I plan, I will never meet others expectations. There has to be a better way.

Of particular interest to the evaluation is this teacher's perception that the critiques are not driven by any coherent reference to a methodological orthodoxy. Instead, the critiques are seen as stemming from the fact that she has not demonstrated sufficient control of the language she teaches, and that the critique session is a 'free for all' in which any aspect of her teaching is open to scrutiny and comment from the other teachers, even if their comments are not focused on the issue of whether or not she has followed the assumptions of the proficiency orientation.

Part of the confusion about this heavily critiqued lesson apparently stems from

lesson plans and assignments given by the master teacher. Here, the teacher notes that the problematic part of the lesson, the use of extensive and incomprehensible teacher talk in the target language referring the unknown vocabulary, was done to cover the text as assigned by the master teacher.

> I finished my fifth day of teaching and I still feel depressed. I came to the Institute feeling competent and my feelings now are of incompetence. The teaching was all right but I have so many people watching that I feel especially insecure. My partner and I were criticized for teaching so much vocabulary but we had been told to teach most of the areas in the chapter. We tried to teach verb forms that would be useful without getting bogged down in grammatical explanations but it apparently was not insufficient to our master teacher. It's like we have to guess what the rules of the game are but the rules are always changing. We need more help from Trisha and more modeling. I know that I have learned a lot but I still have this negative feeling from the experience of teaching. I love my job and I feel competent in it. This experience has caused me a great deal of stress and dismay.

Summary of Spanish Focused Event I

While the contentious issue here relates to the conflict between the provision of marginally intelligible authentic language and the need for learners to comprehend the material, in the background are other important factors. The rebuke the two teachers received did not from their perspective come for reasons directly traceable to proficiency oriented teaching issues. Their account reveals some confusion about the conflict other teachers may have in defining what the goal of the teaching practice really is, latent methodological conservatism, and conflicting instructions from the master teacher.

The affective response of the teachers, though not originally an issue, appears here to be important in understanding the process of change. The teachers in the first focused event session clearly were threatened by the varied criticisms they received. Given the fact that little of the critical feedback was explained in terms of the major goal of the Institute, proficiency oriented teaching methodology, we can conclude that at this stage of the Spanish group practice teaching too many conflicting demands were put on the two teachers for them to have benefited from the experience or the feedback.

Spanish Focused Event II: Authentic Materials

One of the cornerstones of proficiency teaching is the introduction of genuine examples of language use into the classroom. By using realia and language, teachers can interest students in the use of authentic samples of functional language. In the

next focused event, we see an extension of the first series of lessons in which the teachers' goal was to create and introduce language which was authentic and contextualized, while at the same time transparent to novice level learners. Here the issue of interest is in the participants' identification of the factors related to the successful introduction of authentic materials.

> "Recall in today's lesson that Yves had you work with authentic Spanish materials in the form of a Spanish language 'Guide to Hawai'i'.
>
> Please comment in your journals on the role of authentic materials and activities based on them in a language syllabus."

Observer Perspectives

Many of the novel experiences participants encounter are described in relation to other experiences. In the first discussion of authentic materials, the success of the "guide to Hawaii" is relative. This teacher is aware that the use of authentic materials brings the danger that the authenticity may come at the price of comprehension.

> In Japanese class we used a Burger King menu which as about as frustrating as any of the material that were used. The Chinese students were able to recognize many of the foods just from this own backgrounds. I hated this use of materials.

If the authentic materials strain the beginning students' ability to infer, the teacher may have to resort to more control over the manipulation of the exercises. In the next account, the price paid for authenticity is teacher-centeredness. This suggests an awareness of the costs involved in the implementation of innovative teaching approaches.

> As a teacher of the Spanish section, I thought it was rather interesting. The negative aspect was that it was too teacher-centered. I believe there are way that this could have been more student centered with perhaps students making up the questions or even using it in a cooperative learning context with partners explaining aspects of the guide to each other.

Practice in the classroom perhaps suggests to in-service teachers that authentic materials represent and ideal approach to designing a communicative syllabus. In the real world of schools and schedules, such materials are more considered a desirable addition to the syllabus than the main component of it.

> The incorporation of authentic materials into a language syllabus can range from relatively painless to rather painful, depending on what kind of syllabus you are dealing with (Crookes' lecture on the subject today was interesting and relevant to this topic). In many cases, the activities involving authentic materials will be one of the teacher's few chances to bring proficiency to the foreground of the language learning class even though a lock-step structuralist program s/he must follow will probably consider the authentic activity to be an "extra."

The issue of using authentic materials for communicative teaching was introduced in the first week of the Intensive Summer Institute. That participants would see an instantiation of authenticity in the materials used in class would of course be expected. The degree to which participants come to view authentic materials as being an essential component of proficiency oriented teaching is variable. In the following excerpt, the understanding is that authentic materials are an indispensable part of communicative teaching.

> The topic we are to consider in this entry is authentic materials use in the classroom, an idea which has, of course, been highly encouraged during the first week of proficiency theory. The phrase "authentic materials and activities" encompasses almost the entirety of what seems to be the goal of a language classroom according to the proficiency view (a view which I agree with for the most part). All activities or materials which are not authentic should then mostly fall into the role of "preparation for dealing with authenticity (reality)." Those materials and activities which don't fall into this category should be scrutinized, since they are probably worthless.

The middle of the road approach to implementing authentic materials appears to consider the practical issues related to their implementation. Of interest to the evaluation also are the sources of the ideas from the participants' perspective. An important factor is the participants' understanding of the constraints on implementation, and crucially, where the ideas are manifest in published materials. In contrast with the position, often heard in the teaching of "exotic" languages, that communicative language teaching cannot be done when teaching language X, is the position that much can be learned from examining the materials used to teach a variety of second or foreign languages.

> Using authentic materials is not a cure-all, however. What is done with the materials is as important as using them. The activities based on the authentic materials should be developed over time, many times, at this stage in the proficiency movement, by trial and error. "Lifting" ideas from ESL is probably a

good move, since the proficiency movement seems to have been active in the area of language teaching for some time.

Another significant pattern in the accounts of the observers of the Spanish lesson here is that the authentic materials do not in themselves represent any particular teaching method. The next account sees the need for traditional direct method assumptions about repetition and review whatever materials are used to provide the language contextualization.

It should not be forgotten that authentic materials cover a wide range of things--recorded material, music, dialogues, video, written (hand or printed), etc. Also, as was pointed out in the first week of orientation, these materials can be used over and over again (spiraling and recycling) for practice in different skills from a beginner to a sophisticated level.

Student Perspectives

As noted above, the use of authentic materials does not imply any specific teaching methodology. In the first student account, we can see that the effect of the materials did not occupy a salient position in the student's perception of the lesson. We can surmise in this instance that students will see materials and realia through the eyes of the methodologist first and may not immediately entertain thoughts of innovation to make the presentation of the linguistic material more contextualized with the use of the materials.

To continue the same pair teaching, I get headache. Class started with review of adjective, however, there was no drill to reenforce. Then he showed the slide to solicit adjectives — not clear. Second session was slow drill review When doing the team teaching, tempo is so different and content is not well drilled and reviewed, this create frustrations in students.

Other students immediately saw the implications of creating transparent contexts for inferring the meaning of the new adjectives.

He had us read a two-paged pamphlet in Spanish which is given to Spanish-speaking tourists visiting Hawaii. It was quite interesting so we learned something (content) in addition to finding out that we could read it, due to context and cognates, even though it was written in Spanish. The next exercise was even more phenomenal. Yves had made up a series of colored slides here in Hawaii (some of them even included students in our class), each of which exemplified a given adjective, which was the grammar lesson he was teaching. These adjectives are now indelibly imprinted in our minds, because of the fun, innovative manner in which they were presented and we learned

them with little or no effort.

Of interest here is the "Rashomon Effect". How would the first student polled here see the exercise as merely evidence of insufficient drilling and reinforcement and the next student see the same exercise as a brilliant example of contextualized language? One simple answer to this question may come from the fact that the first student, a teacher of Japanese, did not infer the same contextual clues from the authentic materials, perhaps owing to a different cognitive strategy, or to a preference for structured presentation of language.

The compromise position of course is somewhere between the extremes. The student account here sees the usefulness of the authentic materials, but also considers the need to tailor the materials to the optimal contextualization level to accommodate the proficiency of the students taught.

> In spite of some of the comments made by the students at a critic session, I was very pleased to see myself reading an authentic material, "Guide to Hawaii." I agree that using an authentic material itself already contains a context in it. As mentioned in an earlier lecture, we can give students appropriate tasks depending on their levels and give students a feeling of satisfaction.

A Teacher's Perspective

A more radical interpretation of the use of authentic materials sees them as the basis for creating the major context in which form is introduced and practiced. This view is of course not new. "Orthodox" direct methodologist have advocated the use of realia for decades. Yet the degree of endorsement for the authentic materials varies among teachers and students in the Intensive Summer Institute.

> There is no excuse for not using authentic materials in the foreign language classroom. However, there are certainly ways to use them that are better, more effective ways than others. In fact, authentic materials can and often should be used instead of the synthesized garbage found in many textbooks, hence following the same guidelines pertaining to how to make materials and activities most effective as are used for any other text material. After all, I presume that the goal of textbook materials is to resemble as much as possible the ways that the L2 is actually used in real life, so there should be little difference between the uses of authentic v. non authentic materials. That is to say, just because the material is "authentic", that does not imply that it needs less accompaniment in the form of a structured activity with definite goals, guidelines, purpose, etc. Using the example of the text Yves brought in, that was a very pertinent, useful text for use in the classroom. And its classroom

employment indeed had its rewards, such as merely noticing the amount of understandable language and info extractable from it. That in itself is a valid goal of an activity. However, there could have been an actual real-life purpose worked into it, like pretending to have to rely on it for some specific thing that the students had/wished to accomplish, such as finding point A in Honolulu because that's where they were to meet their friends, etc. I think my point is that you cannot deny the place of authenticity in the classroom, but that itself is not enough. There also has to be some way to extract their usefulness in terms of real-life functioning, which can only be maximized by the proper activities which serve to improve the students' manipulation of/successful interaction with the text.

Summary of Focused Event II

The Spanish lesson based on the written "Guide to Hawaii" provided the basis for students to experience the effect of authentic materials. The Guide was given high acclaim by both students and observers and also provided the basis for innovative thought about the use of realia in the classroom. But it appears that such innovations do not always achieve the same effect among the teachers. There may in fact be still considerable methodological recidivism stimulated by the belief held by some teachers that languages must be taught in such and such a way. This phenomenon reveals also that there may be insufficient theoretical orientation and reinforcement of the goals of the proficiency movement provided during the peer teaching phase of the Institute.

Spanish Focused Event III — Pushing Students to their Limits

On Monday Jim and Michael devised an information gap task in which pairs of students got different bits of information necessary for planning a day in Barcelona.

Despite a variety of structured activities to prepare students for the information gap task, completion of the task seemed to require students to use productively language which they were only slightly familiar with, or hadn't been exposed to at all. Please comment in your journals on issues related to pushing students to the limited of their communicative ability.

The third focused topic evolving from the Spanish classes did not reflect an issue directly related to teaching influenced by the proficiency orientation. It rather deals with a general pedagogical problem teachers encounter in trying to get students to perform optimally in the classroom environment. The consequence of this "pushing" is increased cognitive and affective pressure put on the students, and in terms of the Institute, a basis for interpersonal conflict. It is therefore necessary to consider this phenomenon in order to understand the general effects on typical foreign language

students as well as to assess its effect on Institute participants.

A Teacher's Perspective

The observer's account of the exercise suggested that the teachers had required the students to perform at the limits of their competence. This teacher's account finds the notion of pushing contentious. His account is worded in terms of the intention and structure of the activity rather than in reference to the effect it might have had on the students.

> Before closing, I would like to address the memo question regarding the activity Jim and I structured that (allegedly) seemed to require students to use unfamiliar or at best minimally familiar forms to plan a day in Barcelona.
>
> The activity was designed as a review activity to get the students to produce orally and later on paper within a meaningful communicative context as much as possible of what they have already learned . We thought it necessary to introduce the use of a new verb "*querer*" in both the first and second person present tense forms to facilitate the students' ability to perform the planning task (though at least one pair managed to complete the task without it). Some pairs did solicit a bit of supplemental vocabulary, none of it essential for their planning, but instead, to allow them to express themselves in a more sophisticated or complete manner. The follow up reading of the written dialogs this morning suggested that many students were able, with more time, to incorporate into the same task additional vocabulary that perhaps they had been exposed to but were unable to produce in the oral classroom activity.

The teacher here sees the activity as an instantiation of proficiency oriented teaching. The activity used, in relative terms, does in fact seem to be innovative in its orientation. The next part of the teacher's account indicates an agreement in principle against requiring learners to do more than they are ready for, but does not agree that the observation itself correctly identified the task in question as such a case.

> Now let's assume for a moment that the memo was "on the money" with its observation and subsequent question. I would suggest that it is not such a hot idea to set up a task that would frustrate the students because it would require application of unfamiliar forms. A method of allowing for different degrees of mastery of different forms would be the inclusion of prompts or models with the task materials that students less than comfortable with the forms in question could use if and when they needed to. An activity such as the "Day in Barcelona" with a lot of built in repetition of forms can provide enough practice that the student may be weaned away from dependence upon the prompts or models by the time the activity has been completed.

Another teacher of Spanish, here in the role of observer, has a different perspective on the matter of forcing students to outperform their competence. This account, which reflects perception that the teacher should demand as much output from students as possible, relies on the observer's own cognitive strategy as the basis for generalizing. In contrast with the notion that comprehension precedes productive ability — and that the latter should follow the former in pedagogical sequencing — the present account assumes that language learning is an interactive process which develops as the need for language in a communicative context emerges.

> We are asked to comment on the issue of pushing students to their limits of their communicative ability. I disagree with the observation that the students were forced to use language with which they had had little exposure but I will address the issue. Students need to be forced to stretch themselves. I always learn more in a situation that is slightly difficult rather than in an environment in which the lesson is is too easy. Students learn by doing .Even new material can be acquired by using it without having had a formal presentation on it first. The presentation and the students involvement in using the language was almost simultaneous which was great. In real life, we learn new words by coming across them in a reading or conversation and somehow ascertaining the meaning without having a presentation on the material ahead of time. Obviously there has to be enough familiar material that success will occur with the new that is brought in. The context really lessens the anxiety of learning new material and makes it easier than learning it in isolation. Spanish class was good today because it involved a variety of set ups including teacher centered, small group and large class discussions. The students were involved in communicative activities a lot of the time.

The previous account does not appear to be common to other Spanish teachers in the observer's role. As the next account attests, the observer saw the activity in terms of the outcome, and not as the intention.

> As an observer in Spanish class today, I think that Jim and Michael did a good job of reviewing past lessons. The last activity with information on Barcelona was, however, very confusing to the students. There is such a thing as teaching new material which is culturally-related but there is the danger of pushing the students to the limits of their present capabilities given the amount of language they have learned so far. I do not think it is a good idea to do this even in a special class at the Institute. And certainly, not in our world of teaching in September.

One danger in "demonstration" lessons is that they provide interesting examples of pedagogical innovations without making the impression in the minds of the

participants that they can be transferred into the real world. The next account, while not addressing the issue of pushing students, provides a glimpse into the way participants interpret innovations and consider ways they can be implemented locally. The plan for the day in Barcelona though long was quite successful with the student body. I have a sneaky feeling however that at HS level this would not be very easy to implement. Maybe with less information and shortening the length of the activity. Students seemed to enjoy the challenge. With the information given I thought they could handle the task of planing the day.

> I think simplicity is the key word at this point in time. The student we have here are of course a little more motivated than HS students and can therefore handle the challenge but for my classroom I would have to simplify and may then they could handle production of language with which they are not familiar .

The notion of "pushing" students contains a possibly negative connotation to some participants. The next account interprets the nuance of pushing in two ways — one which is counterproductive and another which mitigates the potential beneficial effects.

> In so far as pushing student to the limits of their communicative abilities there are two scenarios possible. They are pushed but are in groups or pairs of peers or they are pushed by the teachers in a student teacher-situation. Pushing them when in groups will have the disadvantage of being possibly full of errors but communication will occur. Pushing them in the other situation will be more of a challenge that only good students will enjoy. I often tell my students "You can say that in Spanish, you know all the words." It is a challenge that not all students are willing to tackle. However once, thanks to prompting, they have achieve the task, they feel pretty good about themselves. But with 30 kids to be prompted ...there is a choice to be made! So to answer the question, I don't know for sure. I do it when I feel the time is right and I think it's good to do if you are careful not to reach the point of discouragement. The task I gave to the Spanish on the 25 is an example of the theory.

Student Perspectives

While the activity focused on in the journal was considered a success by observers, teachers and students, there remain questions of pedagogical technique in addition to the possible negative side effects of pushing students. The first student account sees the activity through the eyes of an established practitioner of audio-lingual method. Of significance here is the assessment of the activity in terms of the criteria for making drills successful.

> I am wondering now where fluency and accuracy come in. My partner understood what I said and I got answers. But utterance was far from fluent nor accurate. I was not at sure what article to use. The audiolingual method is better for these purposes. I do feel that mechanical repetition is necessary to carry out good quality activities in this type. We have limited time, how could teachers balance the different types of practice, for example, solely mechanical, just meaningful, communicative, and finally situational.

The implication here is that pushing of students beyond the boundaries of fixed drill material will lead them to committing errors. The account of the activity in this instance suggests that the student may still be seeing the example of contextualized teaching from the perspective of the audio-lingual teachers. Without continual reorientation to the goals of the Institute, we might surmise that participants will "filter out" the potentially beneficial effects of the peer teaching experience.

The next student account sees the activity in question as a member of a set of activities designed to provide the communicative impetus to the students. It too, however, sees the final activity requiring the integration of previously learned, and some unlearned, material into a communicative task as problematic.

> However, the third activity which I think was supposed to synthesize what we have learned so far was a difficult task for me to understand the procedure and to do. This activity was very open-ended, although it was guided to certain degree. As mentioned in the Journal Focused Event Note, too many language skills were required to complete this task though we were supposed to have learned those. In earlier activities, I was willing to use "sentences," to communicate because very appropriate amount of language was involved in use. However, when I realized that this was definitely far beyond my productive ability level, I was no longer trying even what I could handle before. I think I was completely overwhelmed by this. It is no doubt that this activity would be very challenging for certain students.

In contrast to the first student, this student sees the activity as one that was intended to let students explore Spanish — even at the risk of errors. The student here also considers how the lesson activity could be modified and set in a different modality to make it more effective.

> I think that if this was done as a written assignment or a model dialogue was given in written form first, I could have felt a lot better.
> Pushing students to the limits of their communicative ability can be truly challenging for students as well as for teachers. However, for the synthesized

activity like this, teachers should be very much aware of their productive level.

The next student account describes the innovative activity as one that not only pushed students to communicate with whatever language they could use, but also as one that instantiated a technique associated with communicative teaching methodology. The implication here is that the student sees that something can be gained from such activities, and that the activity used in this instance could be improved.

> Care was taken to set up a true information gap activity. Only one person of the pair knew the location and cost of each event, but both had to agree on what to do (and when) within the constraints of their budget. Several useful phrases and words were given to each partner to guide them during the activity. However, some words which would have been very useful were not included. The most obvious problem was the lack of "linking" words such as "then", "later", "after that", etc. Without these words the students could only come up with rather stiff and disconnected statements such as "We will go the beach. It will cost ___ and it will last ____ hours. We will go to a restaurant and eat. It will cost ____. We will be there for ___ hours. We will go to the movies. It will cost ____. It is close to ____." etc. etc. Thus it was possible to complete the task, but it was somewhat frustrating because we knew that we were speaking in very awkward-sounding language.

From the observer's perspective, the activity in question pushed the students to their limits with an activity which required communication in Spanish. While the notion of 'pushing students to their limits' may have a negative connotation, it is not apparent that all of the students thought so. This may reflect that there is variance in the expectations of the participants and variable tolerance for ambiguity.

> In general the activity was not greatly marred by the lack of certain words that would have made things smoother. It was a challenge to get through the activity, partly because it involved many different types of questions and answers and negotiations between the partners. However it was a good challenge and helped us to try to use complete sentences and use all of what we knew. Such activities may be discouraging to lesser motivated students, but help provide the needed push for the better students to actively produce language.

An important issue related to the pushing of students to communicate with whatever resources they have developed is the hesitation traditionally trained teachers feel in letting students interact among themselves. In allowing students to do so,

teachers are faced with the threat of learner errors going unnoticed and unaddressed as they occur. The lack of endorsement for communicative activity by some teachers may reveal an underlying role reversal.

> Despite that many activities were introduced, the transition of each activities flowed smoothly. As a teacher mentioned at the critique session, it is true that it takes a lot of time to prepare and not much interaction with students during the class. Teachers may feel guilty about not "teaching" in class. However, this is a definite student-centered class.

The issue of pushing student to their limits appears to be one that does not reflect any particular consensus among the participants. As the next account suggests, it may just be a matter of cognitive style whether or not this particular type of communicative activity is to be endorsed.

> I think some students like to be pushed. Certain members of the class were probably more frustrated than others because some people are less able to tolerate ambiguity and challenge than others. On the other hand, many of the other students were excited because they were able to show what they could do with the language. They were also encouraged by the practical implications of their knowledge. The bottom line, for me, on pushing students to the limit of their capabilities, is to do is occasionally. It is unfair to constantly frustrate the students, as the Japanese teachers seem to. At the same time, it is ridiculous to expect too little from your students or they will grow bored and restless. I think an equilibrium is necessary. It is equally important to challenge students and to reward them. By giving students a challenging activity, you are saying, "I think you are capable of this." On the other hand, by giving students an easier activity, you are not frustrating them beyond their level of tolerance.

While the issue of pushing students can be viewed with pragmatic reference to individual variation in cognitive style, it can also be considered in light of the proficiency orientation to teaching. The next excerpt evaluates the issue of pushing students to their limits according to the "rules" which were established at the outset of the Intensive Summer Institute.

> In general, as an almost airtight rule, there should be little or no expectation of production of material that the students are not more than slightly familiar with, if the expectation is actually effective production. It goes entirely against the rule of "more is less"- why not let them produce something they're capable of producing, rather than continuing to pile on more stuff? It is otherwise sure to fail and cause contempt on the part of the students. There is nothing wrong with incorporating not-very-familiar material into the game plan if the teacher expectations match the assignment. For instance, if the class is using material

that's all recycled and well grasped, the expectation of good, steady communication is reasonable. But if the material is new, don't expect as much.

The final account sees the effects of pushing students as potentially necessary for the development of communicative effectiveness. In spite of the fact that certain structures have not been explicitly rehearsed, the task itself creates the context for the emergence of the form, which, in this case, seems to have been used which student recombined individual items in their repertoire into a well-formed phrase in Spanish.

For the recycled material, there was high expectation on the teachers' part that there would be high production with minimal problems, especially since there were prompter questions on the role play, info gap cards. The new (but essential) material was introduced directly before the exercise started, to keep it fresh, and was also prompted on the cards (i.e. "*cuánto tiempo dura?*" (2,3 horas); ?*Cómo vamos?*(*coche, tren, metro, autobus*)). As long as they could recognize those items from the cards, there was no foreseen problem with exchanging the necessary info. Moreover, the new material was minimal as well as very simple. Introducing new material was, as the focused event suggests, a way to not only push the students to the limits of their comm. ability, but to expand those limits. I feel safe in saying that almost every if not every student can come up with "?*Cómo vamos?*", as well as respond to it, as a result of the activity. Before they could not. But within the activity itself, there would have been a great deal of frustration had there not been prompter questions on the cards.

SUMMARY OF SPANISH FOCUSED EVENTS I — III

The focused events, authentic materials, comprehensibility, and pushing students to their communicative limits, represent issues which many teachers of foreign languages have to deal with. In the present case, since the language shared many cognates with English, and some of the participants were not true beginners, the focused events were different in nature from those emerging the classrooms were an 'exotic' language is taught. The events seen here suggest that participants differ in their interpretation of the same events. The differences seem to stem from three main sources. The first stems from the extent to which participants understand, or are sympathetic with, the goals of proficiency-oriented teaching. The second may be related to prior experiences teachers have had teaching their language to true beginners. If teachers have found, by trial and error that certain approaches to the presentation of new material, for instance, leads to confusion, they may be more inclined to view similar approaches to assuming that students can and will infer from raw linguistic data with some suspicion. Proficiency-oriented teaching to some degree

requires this assumption. The third may be a projection of the participant's own cognitive style onto the task at hand. If for instance, the participant prefers explicit detail in the form of rules and generalizations before having to deal with the target language, s/he may assume that learners will find this arrangement most beneficial. Participants who enjoy the challenge sorting out the raw evidence from the contexts created in the classroom may be more inclined to endorse this approach for their students.

The issues raised in these three events have brought to the surface different orientations participants bring with them to the Institute. It is therefore advisable to reconsider the extent to which the theory behind the proficiency orientation should be recycled during the Institute so that participants can continually compare the varying orientations to teaching they observe and experience as students. The discussion of different examples of communicative teaching, in light of the goals the Institute might be more saliently highlighted in the critique sessions after each class, or perhaps during a weekly reflection session led by a proficiency oriented specialist.

Japanese Focused Events

Japanese is often thought to be an 'exotic' foreign language for Americans. One obvious reason for this is the lack of cognate words, which, in contrast with Spanish, make the task of starting the study of Japanese cognitively daunting for many learners. Japanese teachers' reaction to this assumption of difficulty appears to lead to the reliance on two principal pedagogical approaches. In one common approach, the many English loan words in modern Japanese are introduced so that the learners will not be overburdened with new forms — perhaps making the impression that Japanese is a rephonologized variety of English. The other approach is to use short sentence patterns with full grammatical embellishment, which may provide the learner with 'textbook' Japanese, but which many not provide data that approximates native speaker use. In the Institute we see the second strategy emerging at the outset.

Japanese Focused Event I: Natural Language

> In Tuesday's lesson the structures *yakyu wo shimasu ka?* and *yakyu wo shimasu* were introduced.
>
> Authentic native-speaker use of *shimasu* and answers to questions like the example above are highly ellipsed. Particles such as *wo* are also often deleted. Consider then the role of structurally elaborate models of the target language in contrast with 'authentic' or 'natural' usage.

The issue is one that is at the very heart of in-service teacher training. It deals with ways in which teachers come to confront the accepted way of teaching and to reconsider their options. For new teachers, it provides an avenue to weigh alternatives. As one new teacher put it, the issue here provides an opportunity for critical thinking.

> Another question in my mind is that when we should teach grammar and how we should teach grammar or never teach grammar at all. I need to acquire those answers before I leave. I think I have learned a lot from this program. At least now I have a tendency to raise questions in my mind and try to find the answers instead of just following the pattern and do what I am told as I did when I was a student. I guess I made progress in the development of critical thinking.

The first teacher account correctly points out that the 'structure of the day'

principle is instantiated in the Jorden text — materials most commonly used for teaching Japanese to beginners. Although in this account the actual content of pattern drills is not taken up, a very similar arrangement of form is concocted.

> I had already decided that the students really needed to go beyond memorized material and that the *SPORT o SHIMASU* pattern as presented in the textbook was all right for high school students but perhaps too limited and boring for adults. Therefore, I departed from the book and chose four of the most common and useful transitive verbs : *taberu*, *nomu*, *miru*, and *kiku* . These are very high frequency verbs, and using them allows the students to express their likes and dislikes in a rudimentary way. I also chose four direct objects for each verb, representing a wide variety of tastes. For example, I chose *piza*, *poi*, *sushi*, and *sarada* to go with *taberu* so that the students could ask one another whether they ate these items or not, and then I drew a colorful picture to illustrate each one, including a caption in Japanese script, katakana for all except the sushi , which I captioned in both Roman letters and the not-yet-introduced hiragana .

The teacher's goal in this lesson is to provide a coverage of potentially useful forms to the students. The key notion here, one which may be in conflict with communicative teaching, is the assumption that the lesson content should include forms that have high potential for use — but not that the forms can be put to work for communication in the classroom itself. The outcome of this assumption is a classroom in which learners are asked to use forms for the purpose of practising those forms. For learners who may also be aware of communicative potential within the classroom, these sorts of practice may not be satisfactory.

> My plan was to build on Tim's introduction of *shimasu/shimasen* during the first hour and expand the students' repertoire of verbs, at the same time making explicit the pattern of negative and positive verbs. If that went well, I planned to introduce the past tense positive and negative as well.
> During the first hour, the students played a game of forming katakana symbols with their bodies and then manipulated the names of various sports and activities with *shimasu/shimasen* after Tim and I modeled a conversation about what sports we did or did not do.

> They seemed to carry out the activity of interviewing their neighbors successfully, so I was surprised to discover when my turn came around that half the students had no idea what *shimasu/shimasen* meant. I therefore made it explicit and also introduced the new verbs. In the course of my "quick and dirty" explanation of the positive and negative forms, I asked the students where else they had met the *-masu /-masen* endings, and they recognized them in *wakarimasu/wakarimasen*. I then gave additional samples of the *Direct Object o Verb* construction and provided further modeling by asking the

> teachers whether or not they did the activities portrayed in the pictures that I had put up on the board during the break. I had the students then ask each other the questions suggested by the pictures on the board and then, in case their partner did none of those activities, they could ask *Nani o VERB-masu ka*. Perhaps I could have asked the students to guess how they could get more information and not supplied the phrase so quickly.

The first account also reveals an interesting conceptual reference point for the teaching of Japanese. The forms are 'covered' according to their grammatical structure. The repeated use of grammatical terminology in this retrospective account suggests a third assumption teachers of Japanese make — that the formal aspects of the language should be the most important 'points' of the lesson. This may reflect a cultural predisposition. Language learning, like ikebana or judo, can be evaluated according to the posture that the learner assumes, and not necessarily to the content of the communication. The focus on form could also be a transfer of training from the teachers' learning of English in Japan.

The next teacher account deals directly with the focused event issue. Here the conflict between providing the particles in the modeled sentences is addressed, and the rationale for their inclusion is given.

> The question of whether beginners should be required to produce only book-perfect sentences and should be exposed only to the same, is complicated. In real Japanese speech, particles are dropped under certain circumstances but not under others, so when the student goes to Japan, s/he is going to hear things like *Nattoo tabemasen*.
> In general, I favor putting particles into the input that the students will learn from and not being too fussy about how the particles are used in the students' output except in the case of grossly ungrammatical sentences like (as an answer to *Nattoo o tabemasu ka?*) **Iie, wa tabemasen* or sentences in which the student's particle usage produces a ridiculous meaning, as in **Tanaka-san wa nattoo ga tabemashita*. Thus I do not agree with the lack of particles in many of the early lessons in *Japanese: the Spoken Language* , since none of these dialogues are contexts in which particles would be ungrammatical. If the intention had been to show that certain particles are optional in certain cases, it would have been sufficient to put the optional particles in parentheses as was done in the old *Beginning Japanese* book. Otherwise, the students are likely to assume that particles are totally unimportant.

The optional particles here are seen as providing the 'underlying' representation of correct Japanese usage. The cognitive complexity of learning the optional context for particle deletion is in conflict with authenticity of their use In this account, the formal exposition wins.

> At the same time, I recognize that complete command of particles is a superior level skill , so I tend to let small errors in speech production slip by as long as the output is not going to cause misunderstanding. I tend to be a bit more fussy, however, when it comes to grading compositions, since the students have a chance to think before writing.

The final teacher account rationalizes the naturalness issue by limiting the focus on full grammatical embellishment to the written language. We can infer that this represents an agreement with the criterion of authenticity endorsed by the Institute.

> If I were teaching conversational Japanese, I will not ask my students to produce such unnatural utterances. Also I will not alter my Japanese so that my questions become grammatically complete textbook sentences. It is often necessary to control the input level of Japanese, but I will not alter the authenticity in order to illustrate a grammatical pattern. However, sentences like the example above are quite natural in the written language, so in writing I would use such examples and I may ask students to produce such sentences.

Student Perspectives

The first student account seems to concur with the teachers' perspective when it comes to providing the form in its surface representation. The writer here notes that the focus on communication, while being a central notion of proficiency oriented teaching, does not jibe with the way she has observed the way learners have to restructure their current representation of the foreign language grammar.

> The question of whether to teach natural, more elliptical speech patterns in a foreign language classroom is one worth considering, especially if proficiency is a goal of the instructor. Students are too frequently taught structures which occur rarely in native speaker production. Since an avowed goal of the proficiency movement is the production of proficient speakers, it would seem to be logical for language to be taught in as natural a state as possible, thus including elliptical speech where necessary. But is this the best way that students learn a language? I don't think so. Again, this is a balancing act, but I believe that in many cases, the adult or teenage FL student needs to understand the whole concept, the whole phrase before paring down the parts to what a native speaker would find natural. This is where the balancing act comes in: the FL teacher must know when to move away from the artificial, unnatural

> form s/he has been teaching and slowly move the class to the newer, more accurate pattern. This would be, I believe, the most practical and helpful approach, that is, if the two structures do indeed merely differ in ellipsis/length. The teacher can give orientation that the student will not necessarily receive in an L2-speaking context, and I believe that in many cases, students may just pick up on the shorter form as the teacher begins using it more and more in the classroom.

This excerpt provides a point at which the practical and theoretical implications of the proficiency 'line' could be profitably discussed in a general session. It seems that some of the issues of interest to the goal of creating innovative methodology do not fit in with teacher experience, and therefore need greater rationalization.

The following student's excerpt also corroborates the position that full form should come first. It seems to presume that the learning is deductive and learners will have access to abstract knowledge structures when then process and produce the foreign language.

> The structure "...*wo shimasu*" was introduced. In real life situation native speakers usually delete the particles. However to me I feel the students should be taught in the structurally elaborate model because I feel we need to know that this is the formal way to say it instead of only knowing the very colloquial expression. The teachers can tell the students the way how people usually say things but that doesn't mean that the students need not know the elaborate way to express it.

In spite of the introduction of the notion that authentic language be couched in context-rich pedagogical materials, the present issue shows that familiar practice and cognitive strategy once again influence how teachers accept the innovation. Having to pick out difficult to identify, but meaningful segments of Japanese morphosyntax taxes even the most talented of the language learners. After struggling with such exercises, the importance of authenticity seems to wane in favor of cognatively transparent presentation techniques focused on the formal properties of Japanese.

> While Japanese class today followed a more traditional format I must confess to finding great relief in the emphasis on form. Up until the last few days, all we have been doing in the oral sector is memorizing phrases or words and appropriate contexts. It is nice to be finally supplied with at least one simple sentence formula that allows us to invent our own sentences. It was exciting to be able to tell someone what I did yesterday. *Kinoo nani o shimashita ka. Watashi wa nemashita*. Now give me a glossary and I'll be able to ask you about or tell you all kinds of neat stuff. Finally a sense of being able to use the language, even if only on a micro-scale. In the after class evaluation there was

> some disgruntlement about the "regression" to a form oriented lesson, but not from me. Perhaps contrary to the wishes and goals of some Institute people I'm finding experience in both Spanish and Japanese to confirm the need for structure to be taught in a very clear way. Granted, there is no need to operate in the grammar arena for too long, but there is a need to supply students with a framework in which to place their functional learnings beyond the "in this situation I say this and in that situation I say that" memorizations. Understanding structural interrelationships liberates the student to experiment in language formation with at least some chance of being understood in unrehearsed context.

We assume of course that the account above represents a single perspective on the issue of interest. Yet, for the overall impact of the Institute, the effect of teaching and learning experiences should point in a direction of innovation rather than to methodological entrenchment.

The issue set down for debate, may, as the final student viewpoint suggests, be academic. For true beginners the language is authentic however it is presented.

> As for Tuesday's lesson, the authenticity of the language is immaterial for me as a beginning language learner. I am just trying to grasp the basic concepts. I'm afraid that I would get bogged down in the use of authentic language when all I need is the practice in using the language. There has been little grammar taught and for me that has been good. I don't need elaborate grammatical explanations to be able to use the language.

Summary Of Focused Event I

While the issue of the naturalness of the content of language lessons for absolute beginners may in fact be moot, the issue in general was one that brought out differing assumptions about possibilities for innovations. The environment for demonstrating how contextualization can aid learners in identifying salient and productive concepts of grammar was not consistently created in the teaching of Japanese. It may be that the earlier-mentioned transfer of training is too strong for the teachers of Japanese to resist, or that the kinds of contextualized lessons devised for their contribution to the Institute fell short of the mark. That students feel safer with grammar exercises is not necessarily an endorsement for that approach, but may reflect the heavy load learners have to carry without the cognitive aids such structuring provides them. For the goals of the Institute, however, it is crucial that even the 'exotic' languages demonstrate innovative methods of teaching consonant with the proficiency orientation. Without such demonstrations, the complexity of the task of learning a language like Japanese

from scratch may seem to lend itself to cognitive-code learning and methodological recidivism.

Focused Event Topic II: When Strategies Don't Match

A recurrent theme in the student narratives is the way student approaches to deciphering the foreign language vary with the expectations teachers may have about the way student are supposed to learn. This theme reveals that the issue of learning strategies may have a lot to do with the extent to which teachers and learners perceive the innovative methods as potentially effective or not.

In the present context, a number of teaching techniques utilized by the teachers of Japanese appear to assume approaches to learning that their students are either unfamiliar with, or do not find suitable. The result is difficulty in getting individual students to perform the tasks set down by the teachers in the manner thought to be most efficient. Our second focused event therefore addresses the issue of different learner and teacher strategies.

> In Monday's lesson activities were introduced which required the students to infer word order rules.
>
> Consider the issues involved when teaching and learning strategies are at variance.

The use of contextualized introduction of new structure and vocabulary is one of the main techniques associated with communicative methodology. It is of course a descendent of the direct method of teaching. Since this technique requires considerable non-verbal prefacing and teacher-centered talk, it is a technique that many students find difficult to follow and different from the what they may feel to be the most efficient way to understand unknown material. The first teacher account here notes some of the feedback given about the efficiency of the demonstrated lesson.

> The way in which Junko introduced the time-place word order for Japanese is probably excellent for high school students, but at the time, I thought that perhaps her manner of speaking to this particular group seemed a bit too warm and fuzzy. If I were to act like that, my students might think I was treating them like children. That night in the dorm, some of the people in the group said that they were annoyed that they had not just been given the rule instead of having to sit through a long stretch of discovery procedures, especially since Junko seemed to receive each hypothesis, correct or not, with equal enthusiasm.

The teacher's account here suggests that the 'discovery' method may not be for every student. Classroom experience perhaps is the best teacher when it comes to methodological innovations. When an innovation's success depends on the unanimous use of a given cognitive strategy, or on tolerance for ambiguity by the students, in-service teachers may conclude that such an innovation does not work from a practical standpoint, regardless of the psycholinguistic rationale.

> Personally, I tend to use a combination of methods in teaching structure to my students, although I have to resist the temptation to talk about it too much. Although some students can infer structures from the input, others find it too easy just to coast along and --believe it or not-- just try to guess what the actual grammatical form is. Every year I have at least a few students who simply never bother to learn the four totally regular verb forms introduced in first semester Japanese. It is as if the small number of forms gives them the idea that just by guessing they have a 25% chance of hitting the right one for their intended meaning.

The response from the teachers on this issue seems to suggest that innovations depend as much on the disposition of the students as they do on the skill with which such innovations are introduced and employed.

The students' account of the issue of variation in teaching and learning strategies suggests that there are as many interpretations of what would work best as there are individual strategies. One practical conflict perhaps involves 'wait time', and the necessity for a teacher to wait for students, or in many cases, a single student, to infer from the context.

> Inferring word order makes student more aware of what's there, etc. However, it is artificial for the teacher to pretend not to know. An analytic, rather than discovery (since the grammar is set), approach would have been better received.

The teacher's own individual learning style is the basis for implementation of methodology. If, as in the next case, the 'discovery' approach creates an overload of information, inference might be thwarted and opportunities for the discovery might therefore be short circuited.

> Then we switched to Time and Naomi. I was so bombarded with language forms and new material that I never really quite figured anything out. Furthermore, it takes me longer to figure things out but others around me were just giving out answers. I felt cheated because I didn't get to do it myself. The point of the whole activity escaped me.

In the demonstration lessons given to explicate a principle of proficiency oriented teaching, there is an implicit assumption that the learners use a common cognitive strategy and are uniform in their disposition towards the task. The fact of the matter is, however, that the participants bring with them very different styles that are often not accommodated in the sample lessons. The end result may be resistance to the lesson, and failure to identify the applicability of the demonstration.

> As a teacher and a learner, I need to see a natural progression in identifying language forms. This was not evident to me. Finally a chart was written on the board but it was too little, too late.

Without the proper foregrounding and orientation to the task, the demonstration lessons may in fact create a negative reaction among participants put in the learner role. The apparent lack of orientation perhaps reflects the teacher's attempt to create contextualized embedding of form. That the forms may not be discovered by the learners may also indicate a trial and error process by both the teachers and the learners attempting to practice communicative teaching.

> Tonight I'm going to my room and try to organize some of the materials. So much of what we have learned doesn't seem to connect.

As mentioned at the start of this section, there is a possibility that Japanese teacher styles are transferred from the teachers' socialization as students in Japan. The issue of 'teacher centeredness' crops up even in the portions of the lesson that are designed to be most centered. It may be that the role of the teacher as leader and master of every phase of the classroom activity is at variance with the students' apparent need to collaborate with peers, or at least to get sufficient glosses to continue. Again, the viewing of form as the most important feature of the lesson appears to conflict with some learning styles.

> A student was subjected to unnecessarily harsh correction once again. This seems to be a habit. I again ask: is it cultural to be so perfectionist? It really discourages students from answering when they are slammed down or held up as a negative example. The reward of being correct usually isn't big enough to risk the loss. The pressure to be correct is usually very bad for my holistic-type approach, where the missing pieces start falling in little by little as the major structures become more automatic.

Along with focus on form and extended teacher talk for the setting of context,

the issue of the use of time comes up.

> As a student of Japanese, today the master teacher taught the class for the first time which is unusual to me. It became very teacher-centered and it took the whole 45 minutes to come up with two condensed sentences out of about ten sentences in romaji. There are quite a few Japanese teachers and I could not understand why it had to take that long to get to that point.

It appears that the 'discovery' approach, at least as it is seen in this segment of the lesson, has led to considerable frustration among the students. Whether the participants viewed this frustration as stemming from fundamental flaws in the approach itself, or as stemming from the teacher's difficulty to manage the lesson in a suitable manner remains to be seen. It appears that the methodology and implementation are equally unsatisfactory.

> Today's class, the first period was a continuation of Friday's method. The discovery approach, where students are asked to tell the instructor what certain words mean is really not one of my favorites. I enjoy analyzing, but do not like to be walked through it receiving very minimal feedback to see if I am right, wrong, or at least on the right track. The teacher's approach seemed to be patronizing or at best, coy. When repeated guesses were made without any kind of feedback beyond a "Do think so?", "Maybe", and "It's possible", I really turned off my attention and simply dropped out of the frustrating little game.

The main result of a situation where teaching strategies and learning strategies are at variance is a great deal of confusion and frustration on the part of both students and teacher. This situation may quickly become uncontrollable if the entire class is at odds with the instructor.

This issue of teacher and learner strategies being at variance is one that does not lead to an easy resolution. At best participants in the Institute may come to recognize that problems in the uptake of certain types of activities may be due to differences in expectations and preferences. Some of these may be amenable to modification.

> As for the question of changing the teaching and learning strategies. I think it is important for the teacher to change their teaching strategies according the background and language learning abilities, and the goal of teaching. As for students, I think the successful students are those who can timely adjust their own learning strategies according to the teaching method. Only those who can successfully make the adjustment and transition will survive and succeed. Those students who keep their learning method or strategies unchanged no

BEST COPY AVAILABLE

matter what kind of teaching strategies and method the teacher is using, and even ask the teacher to change the teaching method (which is not easy) maybe can succeed a few times or in a few subjects, but will fail in most of the time, or at least less successful than others.

Even though there was obvious conflict between teaching styles and student strategies and expectations, the impact made on the participants varied. What appears to be the general impression is the fact that students must be accommodated in the ways the lesson context is introduced, structured and managed.

No one class has students with all the same learning strategies. Therefore, it is important for us as teachers to vary our strategies so as to accommodate the greatest number of students.

We were asked to comment on matching teaching strategies with learning strategies. It is important to use a variety of teaching strategies in the class so everyone has a chance to learn in his style. It is important to be aware of one's own learning and teaching strategies so that an effort will be made to not stick exclusively with one. The teacher has to appreciate that there is more than one way for some. The teacher should let the students know that he is aware that not all will want to learn the same way but that the students should participate in all activities so he will broaden his skills and learning tactics. At times students can be given a choice as to how he will perform a task but again all modes are necessary at one time in life so all should be attempted at one time or another.

Summary Of Focused Event II

The student and teacher accounts seen in the above excerpts indicate that the issue of learner strategies is one that becomes acute when there is a move to initiate methodological innovation. The participants appear to have become more aware of how the introduction of 'comprehensible input' by the teacher, who assumes that the learners are oriented at the outset to piece together the details of the input, may in fact lead to increased frustration and confusion. The impact of these experiences will hopefully lead to better planning and structuring of the lesson content so that context-rich activities and the 'discovery' approach can be used. Participants also appear to be aware of differing learner strategies. With reorientation to the goals of the proficiency-oriented teaching after lessons in which there was a breakdown attributable to differing strategies and expectations, the occasional problematic lesson can be turned into a valuable conscious-raising exercise for the participants.

While it is often said that necessity is the mother of invention, in language teaching, what is an apparent 'need' can be taken by the teacher as an indication that

something other than an invention is in order. Proficiency-oriented teaching encourages the learners' use of the target language as much as possible to discover form in context. When there is confusion in the classroom, there is the ever-present temptation for the teacher to simplify the task and remove the confusion by explaining the source of the problem in the students' native language. The fact that teacher explanation 'about' the goals of the lesson and the structure of Japanese was relatively common during the Intensive Summer Institute makes it appropriate as a point for comment and reflection in the focused event journal entries.

Focused Event III: The Language of Instruction

Teachers often feel compelled to explain difficult and novel words and grammar to their students. Discuss issues related to the use of the students' native language as the language of instruction

As was mentioned at the start of this section the effect of transfer of training by Japanese teachers is considerable. Since the eight years of compulsory language training experienced by native Japanese speakers is overwhelmingly *yakudoku* — line by line translation with explicit grammatical commentary by the teacher, it is only natural that the Japanese teachers might feel a necessity to translate. The reasons and rationales for 'explaining' Japanese are varied, however. Some are dependent on the context of classroom, while others are reflective of assumptions about the way the Japanese language is best learned.

> I feel that if you have a homogeneous class of students who have a shared native language, then you have the privilege to do some explaining in that language if you so choose. As a matter of fact, doing so, especially at the very beginning stages can be the most expedient means of clearing up misunderstandings and answering student's questions.

The first excerpt assumes that practicality is an important factor. Here it is assumed that the translation is in response to student questions about structure. This strategy is in fact consonant with orthodox audiolingual methodology, which provides an after-the-lesson session for resolution of questions about language structure that students should have discovered by process of analogy. In the present context, it is not clear that the explanations in English come before or during the main portion of the Japanese lessons.

> Gradually, as the linguistic level increases and the students' abilities grow, more and more of the target language can and should be used. I personally like

> to divide a class into different parts — one in which only the target language is spoken and students are expected to use only the target language (thus encouraging then to begin to think in the second language and develop and practice strategies for coping when they don't completely understand every single word) and other parts of the class when students have the opportunity to get clarification or confirmation in their native tongue and get equivalents or translations even if necessary.

Again consonant with audiolingual methodology, the lesson is divided so that the target language is practiced through structured activities. When there are questions about form students have the opportunity to ask.

> In general, I tend to think that there has been too much use of English in the Japanese class as of late and that the grammar explanations have been much too long — longer than necessary. Students definitely need some explanation (especially adults), but they will ultimately learn the language by doing something with it, using it in a meaningful or purposeful way to accomplish some task; not by talking about it or analyzing it. It is this delicate balance that is so tricky to maintain and develop.

The question of how much abstract knowledge is sufficient for deductive learning is addressed here. That learners dealing with an exotic language with few native cognates need clarifying comments from teachers seems to be taken for granted. The 'learning by doing' axiom appears to be a stronger motive here to maintain the balance of commentary about Japanese. In observing how much English translation and explanation was used, the journal entry here acknowledges that there needs to be better assessment by the teacher of what could be contextualized so that students can infer the desired meanings and forms.

The first activity was a line by line translation of the written dialogue directed by the teacher. It was rather lengthy, and students seemed to be bored a bit. It may have been more efficiently handled if the teachers asked the students to work in pairs to go through the dialogue. Then the students later can ask questions to the teacher if they have anything that they did not understand in the dialogue.

The communicative orientation to language teaching assumes that many, if not most, structural components of a foreign language can be learned from experiences in which learners manipulate forms to create meaningful contrasts. To this end, pair work and information gap exercises are the most frequently nominated tools. The excerpt above recommends that the use of such exercises could be used in lieu of

literal translation. Although we might like to think that participants would have come to the Institute with such ideas already set into their pedagogical strategy, that the events of the experimental classes lead to an endorsement of such innovations can be taken as evidence that new insights have been made by at least some of the Institute participants.

> Today there were many student oriented activities and the students seemed to be enjoying them since they had lots of opportunities to use the language on their own. It seems to me that students can learn better if they are actively involved with using the language on their own rather than just listening the language or facts about the language.

> The question of how much explaining a teacher should do is a difficult one. Personally, I think that the direct method is unavoidable when the students are of mixed nationalities, as in the typical ESL class, but it is an uneconomical use of time when all the students are native speakers of or at least highly proficient in English. As a linguist by training, I also really get into discussions of structure and usage and have always had to curb my tendency to explain much more than the students need to know. At the same time, I also have students whose learning style demands at least a glimpse of the generalization being presented: they tend to be math and science majors, and their need for a presentation of grammar does not impair their ability to communicate. Far from it, they tend to be my best students and some of my most creative.

The account above reflects a different kinds of transfer of training. The 'language teacher as linguist' self-portrayal suggests a fact about how modern language teachers are usually trained. Most university level teachers are trained in literature or, more rarely, linguistics, and are perhaps too tempted to display their knowledge to learners who might better benefit from direct access to the data of the language. In the present case, the teacher is aware of the temptation and can 'curb' it.

The next excerpt presents an interesting conflict with one of the assumptions of communicative teaching. It is perhaps the most reflective of the transfer of training principle in that having learned English as a foreign language by grammar translation, the writer can provide first-hand counter evidence to the analogy used by a master teacher.

> So I cannot accept Cindy's analogy that grammatical explanations are as useless as presenting the physics of balancing a bicycle to someone who wants to learn to ride. Unlike riding a bicycle, speaking a language is a mental as well as a physical activity, and it is thus more like learning to play the piano. Certainly just taking courses in music theory will not make one a proficient pianist, but for most people, simply sitting down at the piano and trying to pick

> out tunes doesn't work either. Neither will learning one tune at a time by ear. (This is the method used by traditional Japanese musicians, but then, each school of each instrument has a limited repertoire, so learning to play the Kineya style of shamisen is more akin to "English for special purposes" than to the more global style of learning carried out in most educational institutions.)

Another source of recidivism in methodology comes from the assumption that language learning is a linear process of block by block mastery of discrete parts of the target language. Early reaction to the advocacy of communicative language teaching invoked as evidence the common observation that learners forced to communicate in the environments in which the second language is used end up with fluent, but inaccurate, interlingual representations of the second language grammar. Higgs and Clifford (1982) have in particular concluded that communication in the classroom may lead to fossilization. But as Savignon (1990) has pointed out, their pessimism was not founded on empirical research, and has not considered the fact that interlingual errors are as much a part of the process of second language learning within formal classroom environments as they are indicative of naturalistic acquisition. Without considering the issue of causation of interlanguage fossilization during the theoretical orientation portion of the Institute, and without critical discussion of potential learner-internal factors, it appears that teachers may conclude that formal focus is the only remedy for learner error.

> Explanations by themselves will not prevent students from making mistakes, but I have heard so much offensively mangled Japanese from returned AFS students (most of whom are dropped into an all-Japanese environment without any previous exposure to the language)that I have a hard time accepting the idea that explanations are completely unnecessary. Certainly the returnees communicate on a rough level, but they do so much less effectively than students who have had a year or two of classroom Japanese before going abroad, and I believe that the reason is that the people with classroom experience are able to link what they hear in Japan with what they have learned in school. Even at their first exposure to the language in-country, it is not just a jumble of strange sounds. As they learn new words and phrases, they can classify them in terms of the generalizations they have already been exposed to.

The issue of methodology also comes up in the assumption that in fact more traditional 'cognitive-code' approach, which places the teacher in the role of guardian of the second language grammar, is the best remedy to the chaos that communicative teaching engenders.

When teaching a language such as Japanese, which is so very regular in its

morphology and has its own internal logic, it is a waste of the young adult learners' mental resources to deprive them of the simple explanations and generalizations which are broadly applicable to a variety of situations. You don't want to turn the class into a lecture on the structure of Japanese, but at the same time, the direct method fails to take advantage of the synthesizing capabilities that students possess.

Student Perspectives

The potential of transfer of training appears to be most salient in the assumptions the Japanese teachers make about the kinds of attitudes their students should have. The inclination to focus on form, even when communicative language with contextualization is possible, seems to make the Japanese class a problem for some of the students. The notion of language learning as a 'martial art' is picked up in the first student perspective given here.

Japanese class continues to be a mystery to me. This class has been plagued by poor student-teacher communication during the entire Institute, and I am having a hard time figuring out exactly what the problem is. The pacing of the class is usually quite fast, too much new material is presented before the students have the chance to master it, teachers continue to correct students too brusquely and to be impatient when students are processing new information. There often seems to be an attitude of "no pain no gain." One of the biggest shortcomings from a proficiency point of view is that the class is too often teacher-centered; the students rarely have significant blocks of time in which to interact with each other. Today, in an attempt to communicate with each other meaningfully, three students attempted to converse with each other, commenting, in Japanese, about the goings on in the classroom. This was an exciting interchange, humorous and meaningful, but, true to form, the teachers reacted to it as if it were a nuisance or an insignificant interruption. This is unfortunate.

It would appear from this participant's perspective, that the Japanese teachers have not bought into the proficiency orientation. They evidently tend to use the practice sessions to do what they normally do, or to teach as they have been taught, without integrating the 'theory' of communicative teaching into their repertoires. Given the fact that the Institute lends itself to experimentation methodological innovation, it would appear unlikely that the Japanese teachers as a whole would attempt communicative teaching back in the 'real' world.

Re: explanation of Japanese grammar, I think the use of students' native language is the only way that it can be done. However, at this point in our language learning, I don't believe grammar explanations are necessary. I know

there are students who want it, but I would rather spend my time using the language and seeing the uses in context. I'm still frustrated overall with the language instruction because it seems like the shotgun approach.

A point of confusion for students and a methodological problem for the Japanese teachers, is the extent of explanation provided. As seen earlier, knowing what to explain and in what language to explain it, depends on a number of factors. Knowing for instance when and how to create an on-the-spot contextualization for the unknown lexical or structural point so as to invoke the students' power to make inferences and develop analogies to similar forms seems to depend on the students' willingness as much as on the teacher's creativity.

We are being asked to address the issue of the use of the student's native language to explain certain certain structures or vocabulary to the students. When the target language can be used it is better because it lends to the student's ideal immersion in the language and culture. Even if there is a struggle to figure out the meaning or idea it is o.k. because the language is being used, reasoning is going on and when the students figure out the meaning themselves, they tend to remember it longer. However, when the topic is difficult and a clear understanding is impossible in the target language then the native language should be used. It also depends on the students because some people have a higher tolerance for ambiguity. Some students will give up if they are frustrated for very long. The presentation can have a lot to do with it. Make a game or puzzle out of it. Let's see if we can figure it out.

The issue here seems to be getting the Japanese teachers to determine when and how much of an explanation in English is order. There are extreme cases of superfluous explanations about irrelevant points at one end of the continuum, and at the other, of frustrating tangents of incomprehensible teacher-talk about an unknown point in Japanese without the aid of contextualization.

As for the fact that some teachers feel compelled to explain difficult and novel words and grammar to their students, I think that when those things are asked by the students the teachers should give a very brief but clear answer in the students' native language instead of saying "I will tell you later" or trying to explain them in the target language, which to me would confuse the students and get poor results. I feel when we come to explain the rules of an activity, it is also important for the teacher to put it in the students' native language unless the rules are easy for them to understand.

The point seems to be that no single policy will be sufficient to know when and when not to use translation and metalanguage talk as an aid to comprehension. We

can see that in general teachers of Japanese and their students tend to see their needs in a similar light, but the actual strategies for contextualizing and explaining in both the target language and in English have often led to frustrating breakdowns.

> If it is in a regular American classroom, I think proper use of English is still necessary. If the teacher gives a task to students, but all the requirement and instructions are in target language, the students cannot understand. If they do not understand the requirement and instructions how can they complete the task? Also, when the teacher explain some grammatical points, s/he needs to use English because it is hard to explain clearly in target language. However, the use of students' native language should be controlled. The teacher should try his/her best to use less students' native language to help them get used to the spoken target language, especially for students above intermediate level. So my point is that the teacher should use students' native language only it is necessary. S/he should try one's best to provide the students as much as spoken target language as possible.

The issue is one that does not seem to be resolvable during the critique sessions. The best venue for open discussion and orientation to novel ways of dealing with efficacious techniques may be in the theoretical overview session which precede the practice teaching. Otherwise, the goals of proficiency teaching may become secondary to the inclination to revert to more familiar ways.

> Regarding to the issues related to the use of the students' native language of instruction, I think the use of students native language should be minimized as much as possible to the extend that it won't interfere students' comprehension. Not all the language instructions have to be done in teacher-centered lecture style of explanation. Explaining materials that are unfamiliar to students can be done by using visual aids, non-verbal actions or some other activities that actually purposefully use the language. If I understand correctly the theory about teaching language proficiency, we should teach the language, not about the language.

Summary Of Focused Event III: The Language of Instruction

A major goal of the Intensive Summer Institute is to create the context for in-service and pre-service teachers to innovate methodologically. For this goal to be accomplished, a continual refocussing on the characteristics of communicative teaching is necessary. The Institute has utilized the master teacher and the critique sessions as the main feedback methods about the ways individual teachers have managed to successfully teach according to the Institute goals. Yet with a foreign language such as Japanese, and a form-oriented culture such as Japan's, the teachers' inclination to revert to the 'old' ways may be stronger than the effect of the

orientation seminars, or even of the negative feedback they may receive from students during the critique sessions. It therefore advisable to consider alternative ways or structuring the pre-teaching orientation sessions so that the more concrete examples of communicative teaching can be made salient.

The issue considered in focused event III, the language of instruction, is one which is fundamental to communicative teaching and is one that is perhaps most difficult to resolve. The role of the teacher as 'knower' and as expert in the language is one that affords more status and power in Japan than in the West. In order to play the role well, the teacher needs at times to demonstrate knowledge overtly by explaining, usually in English, the fine points of the grammar, even when the same point could potentially be understood with cleverly designed contextualization. In this manner conceptualizations of the teachers' role may come into direct conflict with the most efficient methodological innovations associated with communicative teaching — innovations which at times require the teacher to step back to the less central role of facilitator.

The issue can potentially be resolved with a more focused orientation and an open acknowledgement of the cultural influence on roles assumed by both teachers and students. The problems associated with language instruction might therefore be best be seen in the light of cultural preference and contrast.

SUMMARY OF JAPANESE FOCUSED EVENTS I — III

The kinds of problems arising from the Japanese class are to a considerable degree similar to those seen in the Chinese class. The learners are confronted with both the usual cognitive load presented in learning the foreign language, but are also pressed by the learning of kana. When there is so much to teach and learn, there appears to be a tendency for the teachers to rely on the trodden path instead of taking the ideas of communicative teaching as the basis for innovation.

The extra task of introducing a new orthography should be considered in the planning of the Japanese (and Chinese) lessons so that there can be a greater emphasis on communication in the classroom. It might even be advisable to delay the introduction of the writing systems until the very end of the Institute, or to offer a parallel workshop to introduce communicative strategies for teaching writing systems.

Indonesian Focused Events

The Indonesian course was part of the Intensive Summer Institute , but turned out to be very different from the other three language courses. The original design of the Intensive Summer Institute called for a master teacher of each language to participant on a daily basis as the purveyor of methodological expertise about proficiency oriented teaching. As it turned out, the appointed master teacher for Indonesian did not participate in the Institute as originally planned, which initially led to a situation of leaderlessness and chaos among the Indonesian teachers. It was from this chaos, however, that interesting methodological innovations appear to have evolved serendipitously.

Concurrent with the initial lack of orientation for the teachers of Indonesian was an undersubscription of students. For reasons not anticipated by the program designers, it appeared that Indonesian was not an 'attractive' language option for the participants. This situation led to an active drive in the first week of the Intensive Summer Institute to attract as many 'volunteers' as possible from the other three language classes. As it turned out, the five students who eventually volunteered to take Indonesian appeared to be atypically confident in their skills as language learners, and perhaps aware of and sympathetic to the plight of the Indonesian teachers, may have contributed to a John Henry Effect — by making extraordinary effort in their role as language learners.

In contrast to the contributions by teachers of Japanese, Spanish and Chinese to the journal database for this formative evaluation, the number of contributions by the Indonesian teachers was sparse. The major reason for this stems from the fact that the master teacher assigned to lead the Indonesian teachers did not contribute his expertise in the manner originally planned. For other languages, the master teacher was available to provide input the planning of lessons and the setting of lesson criteria — thereby freeing up some of the teachers' time for other aspects of participation in the Institute, preparing lessons, checking on student progress, and going to the computer lab for journal entry. The Indonesian teachers were virtually on their own from the outset, and as a consequence, they did not have enough time to provide the quantity of journal entries characteristic of the other teachers. The number of entries from the teachers of Indonesian in this section of the evaluation is therefore disproportionately small.

Concurrent with the initial lectures introducing the goals of the proficiency oriented teaching movement, the Indonesian teachers were planning their lessons and materials. It is significant that their having to start 'from scratch' — that is, without the aid of existing communicative materials for the teaching of Indonesian — correlated with what appeared to be significantly more innovative teaching. An early observation discovered what appeared to be a major difference in methodology relative to the other language courses at this stage of the Institute — that there was an emphasis on communication. The first focused event question therefore addresses the question of how communicative methodology is implemented.

Indonesian Focused Event I: What Makes an Activity Communicative?

Some classroom activities are said to be more "communicative" than others. What makes an activity communicative in your Indonesian language lessons?

The student perspectives seem to suggest that the criterion for communication is set down by a policy which encourages students to actively experiment with whatever Indonesian they can muster. The configuration of the class does not limit the students to only student to teacher interactions. From the outset, the students were free to communicate 'laterally' from one student to another.

> We responded to a lot of visual cues in Indonesian today. I am beginning to understand a lot more of the language, and I am enjoying the class. In the Indonesian class we are really communicating with each other. Many spontaneous conversations happen in the class. The specific activities that have been communicative are the work with the maps (describing where we are going), the work with the movie visuals (a lot of group interaction happened here), and the listening activities that we talk about afterwards. The class is very communicative also because the students make it so.

Of significance in both of the first two excerpts is the perception that the teachers were more facilitators of student-to-student communication. When language was presented, it was contextualized so that a minimum of translation seemed necessary. In this regard, the Indonesian class enjoyed the same relative advantage that the Spanish language did. Since the number of loan words and cognates with English is considerable in Indonesian, the learners had a less taxing cognitive task in starting Indonesian than they would have if they had stayed in Chinese for Japanese class.

In Indonesian we seem to communicate a lot with the teachers and among ourselves. We have lots of extremely short dialogs, questions we ask each other to embarrass our peers and simply to have fun and use what we know. How atypical are we? Very! We are dialoguing on matters that we chose.In general silly ones. Communicative activities are occurring all along the lesson. Teacher trying to make us understand in TL what the point is what the word is what the action all in TL . That is an activity which does not appear as such but which is. Use of TL in general in very much communicative activity when it is not an exercise purely mechanical. But then again those are useful. Arranged dialogs are communicative in nature, but real communication occurs when the two students overstep the boundaries and manage to communicate something to each other. A dialog between two Indonesian teachers about what their plans are for the evening is communicative. We try to find out what they are saying to each other. A teacher relating in TL some of his/her experience in the country is communicative. Ask a fellow student about her/his family is communicative.

From the excerpts above we can see that from the student's perspective the use of the target language for just about any purpose was sufficient considering it 'communicative'. The atmosphere seemed to encourage student experimentation and discovery of how their own invented expressions could be understood by their peers. In contrast with the form fetish often noted by students in other classes, the focus on meaning in the Indonesian from the outset followed a communicative orientation.

> Being able to understand the question of one student in the TL to the teacher , even if passive listening is involved, is highly communicative for me. I like to know what's "they" are talking about. Now, again we are a very special small group of students. Helping another student or being helped in the TL is communicative.

Even when students were not directly performing in communicative skits and the like there appeared to be considerable cooperative learning. As the excerpts above suggest, the degree of cooperation among students is perhaps atypical of the Intensive Summer Institute.

> By observing this class, I noticed that they were conducting the class as though they were making a real conversation. Students were not asked to make sentences using any particular patterns.

Basic to student centered methodology is the license students have in generating

the basis of the meanings they wish to convey in the foreign language. Without the default reliance on the content of a text book, teachers seemed to have patterned the content around what students tried to communicate. The use of context-generating materials, realia and gestures all seemed to make the communication possible — even to the occasional observer:

> I could learn some things by observing this class today. They did a good job of introducing new things by introducing in Indonesian by gestures and simple illustrations. I never attended this class, but was able to tell what some new words meant by listening and watching the teachers' explanations.

Two Teachers' Perspectives

The communicative orientation that was so early established in the Indonesian class comes foremost from the teachers' willingness to stand aside and let the students experiment. As this teacher's contribution suggests, the teachers may be considering how to find a balance between the very approximative Indonesian their students are creating in the classroom, and what the target form is actually like. The orientation seen so far, one that puts meaning before form, allows some sort of 'communication' to take place from the outset. It may this policy in particular that made the Indonesian class seem so radical in comparison with the other three language classes.

> Communicative in our lessons can mean several things, but the basic idea is that some piece of information should be communicated to others, and it should understood in the process. Teasing, as long as it is understood is very clearly part of this. I have a strong conviction that what should be communicated can only sometimes be controlled, and that most of the time space has to be created by the teachers to allow students to develop sets of interests and common knowledge. We have now seemingly reached the point in Indonesia class where we can get conversation any time we want, as long as we are careful about what kind of topics we have...i.e. only reasonable quantities of new vocabulary and a direct tie to us as a class or as individuals. The 'us' should lean towards students, if it does not mean participants in general. They then communicate. Our challenge now, is to expand the base that our students have, without taking away this satisfying and fun communication, or letting them know HOW limited their language is. What I fear is that we might end up treating them like children, instead of the adults that they are, and either make them feel less than us due to their language problems (an attitude of many Americans that crushes many foreign learners of English), or that they will doubt their very real accomplishment of learning to communicate in Indonesian.

Another teacher's contribution to the discussion of the focused topic listed the

criteria for making activities optimally communicative. Like the first excerpt, the notion of student to student interaction being the basis for communication is one that is fundamental.

> Addressing issue of something being communicative, I think that expressing feelings and ideas and understanding them, thus in the process (incidentally) interacting in an appropriate manner constitutes being communicative.

> Of course some classroom activities are more communicative but its really not relevant unless communication — interesting in contextualized, meaningful ways — is really an underlying force in a class — i.e. a goal of the class as set by teacher, students, etc.

The interaction of contexualization and learner-generated language seems to be essential in this teacher's definition of communicative language teaching.

> Communicative or communication means more than getting the students to talk. It seems to involve getting the students to interact with each other in a meaningful way, drawing upon bits and pieces of knowledge of the language which they were introduced to in contextualized, meaningful situations.

The definition of 'communicative' seems to be relative in the context of the Intensive Summer Institute. In contrast with what these teachers had been experiencing in the other three classes, the organization of the Indonesian class was innovative. The teachers were perhaps aware of what kind of teaching strategies to avoid. In this way, it appears that to a certain degree the contents and organization of the Indonesian lessons stood out in comparison with what was not communicative about other classes. The two excerpts considered on this topic indeed seem more apt at identifying the antithesis of communication in the classroom, rather than on pinpointing just what the components of communication are in their own class.

> Basically we've tried best to our ability to introduce language as it is used by real people — authentic language usage. Trying never to use mechanical drills, exercises, activities, we tried to build language from a meaningful basis at least.

Summary Of Indonesian Focused Event I

While we cannot say that the Indonesian teachers adopted the most communicative approach to teaching in the Institute because they somehow were better attuned to the content of the intensive lectures in the first week, it does appear that by not having material imposed on them at the outset, they felt free enough to let

their lesson plans be adapted to the students' needs and interests. This may in fact be artifactual in that the students were self-selected volunteers who were unusually invested in the learning enterprise. The paucity of journal entries from the Indonesian teachers on the first focused event makes it difficult to assess whether or not the contents were communicative by design, or were rather made communicative by the students.

Near the beginning of the Indonesian class observations (Appendix V) the notes on the configuration of the class suggested that students had been given license to participate 'from the floor' in ways not mentioned in other teacher-fronted classrooms. Therefore the issue of student participation, which is related to the fundamental configuration of the class arrangement, turned out to be one worthy of closer examination in the journal entries.

Focused Event II: Organizing a Communicative Class

During pair practice activities there was an "open floor policy" which allowed students to question and interact across pair boundaries. Discus in your journal entry issues concerning the optimal organization of a communicative classroom.

Student Perspectives

Although the notion of student-teacher 'contracts' have not been mentioned in any of the journal entries seen thus far, it would appear that some sort of informal arrangement had been reached among the Indonesian class participants about how the classroom would be organized and managed. Of significance for understanding the innovation seen in the Indonesian class is the possible relationship between the open floor policy and the influence it had on student involvement.

> The "open floor" policy was not new to this particular day's class-- it is simply the life blood of the class. It is a rare day when there is not interaction flying across the classroom in target language. This is as close to the optimal organization of a classroom, in terms of atmosphere, attitude and real interaction, as I could imagine. Of course, there is great energy on the students' part to create this interaction, but there could've been two reactions by the teachers: 1) snuff it out to get on with the day's "lesson", or 2) Not only encourage it, but make it a part of the lesson, as was done on this particular day. The activity done was modified after the first pair went, as to create this interaction that usually occurs but was missing. Instead of merely listening to the family presentations, we were made to ask questions to the presenters about the family, which started the snowball of communication that followed. This is not optional, this is IMPERATIVE if you want communication in the class: if the class itself is not naturally interactive, you as the teacher (facilitator) has to

make it so, letting it roll when it's rolling, pushing it when it's not.

The immediate implication of the excerpt above is that the basis for communication in the classroom is the configuration. Most teachers have heard about the difference between teacher-centered and group work. Yet the configuration alluded to here is qualitatively different. That students are free to interact with anyone using Indonesian interlanguage suggests a set up which goes beyond the confines of group or pair work.

> If only we could stop the introduction of new material and "play/practice with what we have. The format of the Indonesian classes is opposite of the format of the Japanese classes. Not that 2 days of observation should make me an expert. But obviously the Japanese have a very structured environment whereas the Indonesian ad-lib from one day to another. But they stay pretty much on target in so far as production of the language by students is concerned.

The student's excerpt above unfortunately get at the issue of interest for the understanding of how the open floor policy affects students. The excerpt does however demonstrate what is probably the most common way of understanding what does on in terms of methodological innovation. Most journal writers do not compare the content of the lessons they experience with a set of abstract principles, such as those sprinkled through the orientation week, but instead tend to understand techniques and methods in a relativistic sense. The excerpt above shows an understanding of what is going on in the Indonesian class compared with what has been observed in the Japanese class. This sort of perspective is perhaps one that can be enhanced in future Institutes — systematic observations of classes in which the observer is neither teacher nor studying.

A Teacher's Perspective

The description given below of the contents of the lesson from which the focused event topic was extracted suggests that the lesson itself started as one not too different from those seen in the other three languages. Cultural information and formulae are introduced and practiced before the students are released into role playing and pair work.

> Time was taken to explain which types of questions are considered polite when talking with a new acquaintance (as well as the term for this type of polite chit-chat: "*basa-basi*"). One further point (i.e., cultural information) that was emphasized was the common practice of extending invitations to people whom

one has just met, and how to deduce whether these invitations are meant to be taken seriously or whether they are made more out of a desire to appear polite. Therefore it was necessary to provide a number of strategies for people to deal with such invitations. The class brainstormed to give excuses which might be used to gracefully decline invitations (terms were suggested by them in English and then written on the board in Indonesian). More repetition and modelling of this new vocabulary would probably have been useful. After producing the "semantic map" on the board with the students' suggestions, an overhead transparency was projected to show a list of similar "excuses" to give them a clearer list for their notes. With these aid still visible, students had to practice in turn giving an excuse as to why they had to decline an invitation from the teacher. No student could use the same excuse as another, so they all had to pay attention to what the others said.

The involvement of students across pair boundaries seems to evolve from the practice of 'chaining' the information exchange routines from one pair to the next. In this manner we can visualize how the observer would see the students interacting with many different persons in what is actually a structured exercise.

This activity was followed by pair work in which students had to be introduced by a third person (one of the other teachers) and then find out certain information from the partner regarding the place where that partner came from (with the motivation that the first person was planning a vacation to the place where the second person had already lived). Role cards were given to each member of the pair, and were personalized to reflect the actual places that students in the class came from. The first person then had to invite the other to lunch the next day to continue the discussion, to which the second person had to refuse and suggest an alternate date.

From the sparse information about the Indonesian class of interest to us we can assume that the basis for the open floor policy is an (unstated) understanding that students are encouraged to interact with anyone they want to interact with as long as they use Indonesian. The contents of the lesson do not appear to be dramatically different from other languages in so far as the foreign language is presented as fixed structure with examples and cultural information given, however sparingly, in English. The major difference appears to be the attitude the teachers have about letting students interact with others using what must be very approximate Indonesian.

SUMMARY OF INDONESIAN FOCUSED EVENTS I & II

Our understanding of what evolved to be most communicative language class in the Intensive Summer Institute is at best very spotty. For the reasons listed at the

outset of this section our view is clouded and our knowing of what had happened among the Indonesian teachers and students to create the communicative class is very approximate. What we can identify, however, is that the Indonesian teachers were most interested in getting their students to communicate from the outset using whatever strategies they had at their disposal. The teachers' interesting in enhancing communication is of course an attitude, not a methodology. This attitude may have been triggered by the necessity to ad-lib in lieu of coherent materials for the students to use, or it may have been influenced by the initial lectures on proficiency oriented teaching. The inference we may derive from the Indonesian class' experience is that for methodological innovation to take place teachers and students need to be placed into a situation in which they can change their preconceptions about the strict linearity of materials and structures, and learn to rely on the students' latent interest in communicating. This, again, appears to be more an attitude towards pedagogy than it is a set of procedures than can be emulated.

Conclusions

The focused events taken from the observations of the four languages taught in the Intensive Summer Institute suggest a number of ways in which the institute has been successful, as well as areas that will need modification for future institutes. The evaluation of the institute began with the assumption that the orientation period would directly influence what would subsequently take place in the language classrooms in the following weeks. The score of the evaluation therefore reaches beyond the proficiency orientation lectures to the way the experiences in the classroom are influenced by the structure of the institute. By structure, we mean the scheduling of lectures and workshops, the selection of special lecturers, the utilization of master teachers for each language taught, the availability of materials for the teachers to use in lesson planning, and the allotment of time for preparation, teaching and learning.

STRENGTHS OF THE INTENSIVE SUMMER INSTITUTE

The orientation week provides the basis for a review of current ideas associated with the proficiency orientation to teaching foreign languages in the United States. Guest lectures are organized around topics of interest to foreign language teachers in general, and on issues motivating the proficiency movement in particular. Such lectures provide a stimulating and provocative starting point for participants to begin discussion among their peers. The optimal organization of the orientation week includes generic topic lectures on issues of pedagogy as well as lectures that inform the participants of the most recent research generalizations from foreign language pedagogy, English as a second language, and second language acquisition.

The experience afforded to teachers in giving authentic lessons to peers is one that is essential to the institute. From peer teaching, in-service teachers can get first hand feedback on their own ways of communicating with students, structuring and planning lessons, and skill in implementing communicative methodology. In having opportunities to make a transition from pedagogical principles as abstractions to material development and testing in the classroom, the in-service teacher gets first hand experiences that would not have been possible otherwise. By putting herself in the students' role, the teacher as learner can discover new ways of empathizing with

students and their struggles in both cognitive and affective domains. The student role also affords the participants with exposure to a variety of teaching styles, mannerisms, and perspectives on issues directly related to the successful implementation of techniques associated with the goal of the institute.

WEAKNESSES OF THE INTENSIVE SUMMER INSTITUTE

If we are to assume that the goal of the Institute is to instill the principles of proficiency oriented, or communicative methodology in the minds of the teachers, greater effort should be made to link the content of the peer teaching sessions to the principles set down in the lectures. In the institute evaluated here, the orientation week lectures were not enough to orient all of the teachers in the direction of communicative methodology. What appears to be necessary is a proficiency methodologist in residence who is free to observe and participate in feedback sessions for all the languages featured in the Institute. Such a person would be the methodological reference person could provide a constant influence on the way different language classes develop during the Institute. This person would also to take some pressure off the master teachers, who were charged with scheduling, critiquing, and methodologist duties. For some master teachers, the principles of communicative methodology often appeared to be familiar abstractions that might have been a constant source of influence in their teaching practice. For this reason, the responsibility placed on the master teacher might be better shared by the resident methodologist, who could direct attention back to practices that both instantiate and deviate from the ideals of communicative methodology. The role of the master teachers could be restructured to include providing participants with access to materials and realia necessary for planning materials for up-coming lessons, and scheduling class events and teaching sessions for individual participants.

Many practice teaching sessions involved the use of team teaching. While team teaching enjoys considerable success in contexts in which the pairing is made up a native speaker of the language and a non-native language teacher, the context of team teaching in the Intensive Summer Institute was different in most cases. In having another teacher with whom the teacher could interact in creating role plays and skits, there was a tendency to rely on teaching in pairs to such an extent that the sample lessons were not transferable to the real world of high school or elementary college teaching. This phenomenon, compounded with the unrealistically small size of some classes, made for certain activities that lacked a basis for authentic simulation. The

danger of this would be that participants would see the practice teaching as interesting but unrealistic, or, worse, they would be dismissive of the communicative methodology demonstrated under such 'ideal' circumstances. It is for this reason that the following remedies are suggested. One is that the classes be bolstered by 'real' students - regular summer school students recruited to participate for credit. The other is the avoidance of having two teachers work simultaneously.

The lessons featured in the focused events, as well as those not observed for the evaluation, ended with peer critique sessions. The goal for these sessions was of course to provide the teachers with feedback from the students. Unfortunately, the consistency, focus, and motivation for the critiques were not always apparent to the teachers. As a consequence of this, many journal entries told of disappointment, embarrassment and confusion stemming from the critique sessions. For these reasons it is suggested that the critique sessions be structured more to make reference to contrasts between observed practice and the goals of proficiency oriented or communicative teaching, and less to instances of teacher shortcomings not directly associated with the principles of teaching the Intensive Summer Institute is trying to instill in the teachers. To this end, the roles of the master teachers and the proficiency expert in residence should be restructured to better manage the critique sessions so that more sessions function to support the general goals of the Intensive Summer Institute.

A final consideration for the planning of future Intensive Summer Institutes is the issue of which languages to feature. The teachers of the more 'exotic' languages often tend not to be exposed to modern language pedagogy in their early professional training. In some cases, the language is taught primarily by native speakers, who may not have had very extensive exposure to ideas about second language learning before starting their careers as language teachers. In such cases, the amount of 'work' necessary for implementing communicative teaching ideas can be anticipated to be considerably greater than for teachers of more established foreign languages. It is therefore advisable to focus on providing finely tuned orientation lectures, demonstrations, and sample lessons to teachers of the exotic languages. Otherwise, there may be considerable time wasted in practice teaching of the methodological status quo for these languages, and considerable confusion and frustration from the other teachers who are expecting to learn a new language communicatively, but who are confronted with lessons that do not instantiate many of the desired goals. This suggestion is perhaps the most important one in the evaluation. Many teachers of

'exotic' foreign languages have not been exposed to the ideas of communicative methodology, and may not be much influenced by the one week series of lectures on the subject. What may be needed for these teachers in particular is more focused feedback and consistent refocusing on the goals of the proficiency movement and communicative methodology. It is therefore suggested that the master teachers of the exotic languages and the proficiency mogul be selected very carefully so as to optimize their potential to work together in achieving the aims of the Intensive Summer Institute.

References

Fanselow, J. F. 1977 Beyond Rashomon: Conceptualizing and describing the teaching act. *TESOL Quarterly 11*, 17-39

Higgs, T.V. and Clifford, R. 1982. The push toward communication. In T.V. Higgs (Ed.), *Curriculum, Competence and the Foreign Language Teacher* Lincolnwood, IL; National Textbook Company.

Krashen, S. 1982. *Principles and Practice in Second Language Acquisition*. New York: Pergamon Press.

Krippendorf, K. 1980 *Content Analysis*. Beverly Hills: Sage Press

Miles, A.M and Huberman, M.D. 1984 *Qualitative Data Analysis: A Sourcebook of New Methods*. Beverly Hills: Sage.

Omaggio, A. 1986. *Teaching Language in Context: Proficiency- Oriented Instruction*. Boston: Heinle & Heinle

Savignon, S.J. 1990. In second language acquisition/ foreign language learning, nothing is more practical than a good theory. In B. VanPatten and J.F. Lee (Eds.), *Second Language Acquisition/Foreign Language Learning*. Clevedon: Multilingual Matters, Ltd.

Shadish, W.R., Cook, T.D. and Leviton, L.C. 1991 *Foundations of Program Evaluation*. Newbury Park: Sage.

Stewart, D. W. and Shamdasani, P. N. 1990 *Focus Groups*. Newbury Park: Sage.

Appendix I

Sample Observer Citations

Frame #7

Spanish Observer: "Has S's write something on the board. Has one other S ask a third her name. S1 spells name on the board. "What's your name?" "How do you spell it?" are the questions that S2 asks S3"

Japanese Observer: " The whole class repeated after T's model of the phrase. T selected 2 Ss and assigned one to the board. T then told this S to ask the other S for his/her name and write it down on the board. The same thing was repeated with other pairs of students."

Chinese Observer: "Whole class drill on the above pattern. Then T asks one S (S1) up to the board and hands out a sheet with a "?" on it to another S (S2). T instructs S1 to ask S2's name and spelling. S2 provides name and spelling and S1 writes it on the board. Repeated twice with different S."

Indonesian Observer: "The teacher asked one student to come forward, ask another student's name and write it on the board. Another student came to the board and did the same thing. This activity lasted four minutes."

n.b. The analyses provided by the four observers on ten video recorded teaching frames were the basis for a comparative protocol analysis.

Appendix II

Classroom Observations (Chinese)

T=Teacher, S=Student(s)

First period

8:09 S sit in horse shoe shape. T hands out cards with terms of various professions written in Chinese Pinyin. T asks each S about his/her "profession" on the card and then asks the whole class about that S's "profession". T occasionally corrects pronunciation and tone by repeating the correct one and having S repeat after her. Polite language use at the end of the exercise--T: thank you, S: not at all, in Chinese.

8:11 Role play. T uses 2 cards to display 2 professions/roles and uses gestures and Chinese to indicate her own role (the 3rd one). Then S assumes the first 2 roles and asks T (yes/no) questions on profession. T uses motions to define each profession mentioned by S (each profession has a designated motion given in the previous class). Whole class participation. T repeats new sentence structures, Chinese characters and meanings at request, using board to display related cards.

8:18 Pair work, repeating the role play for 5 minutes

8:24 Each pair report. They refer to notes and books and each other while reporting. T gives positive and active response to every answer and occasionally corrects pronunciation and tone by repeating the correct one.

8:33 Chanting numbers in Chinese while clapping hands. Repeated several times.

8:34 T lets S draw cards with country names on the cards written in Chinese characters on one side and Pinyin on the other. T hangs a world map on the board. T asks "where" questions about each country and S with relevant card goes up and points out the country on the map. Whole class participation in giving verbal response.

Where there are more than 1 pronunciation and tone of a word, T repeats all of them several times, using designated gestures for each tone. Polite language use at the end of the exercise (T: thank you , S: not at all) in Chinese

8:40 T draws symbols of male and female as well as Chinese character "human being" on board. One by one, T displays the map of each country on which the country's name is written in English. T uses another Chinese T to model the question and answer exercise. Then at the display of each country map, the whole class participates in saying aloud the country name in Chinese. T also uses posters on the wall for the exercise and use gestures to indicate and correct tones

8:45 One by one from one end of the horse shoe to the other, S take turns to do the same exercise. For correction, T repeats the correct one. T insists on polite language use in addressing and talking during the exercise.

8:47 T uses Chinese, gestures and the language of several countries (greeting formulaic) to present the structure "I can speak..." Individual participation on question and answer exercise with T using the structure. Then one by one from one end of the horse shoe to the other, S takes turns doing the same Q/A exercise. T uses gestures to explain new words used by S and S immediately use them in production.

Second period

9:08 Topic: Kinship terms
S sit around a long table. T draws 4 heads--a family--on the board. S repeat after teacher each of the 4 family members. T hands out cards with Pinyin of the kinship terms written on them. At T's mention of each term, S displays the card. T explains the meaning and relationship between the terms whenever a new term appears on the card.

9:14 T draws a blank family tree on the board and puts the card "wo" (I) on it. S go up to the board and put their cards at appropriate places on the tree. Polite language exchange between T and S at the completion of each S's task. T uses the tree to further explain family relations and kinship terms. Use tree to practice sentences. Whole class participation supplying kinship terms at the cue from T. T corrects tone of each S once. T displays 2 more cards and explains the difference between them in usage. S compare it with Japanese.

9:22 T displays a family picture from a journal. Whole class participate in pointing out each member of the family. Repeat after T for correct tone. T introduces 2 more general kinship terms.

9:24 T displays a 2-person picture from a journal and S supply missing family members. Whole class participation. T summarizes the members being mentioned to elicit more from S. T leads to read aloud each kinship term one more time at the end

9:26 Game--whole class participation. Sing a Chinese song learned in the previous class while doing physical motions.

9:32 Total physical response to T's command taken from the lyrics of the song. Whole class participation. Repeat several times

9:37 T teaches another Chinese song by explaining verbally and in motion the meaning of the lyrics. Then T sings while making motions. Whole class sings afterwards.

9:42 Review Chinese characters. T displays cards of Chinese characters one by one and S say it aloud. Participation: whole class--individual--whole class. T gives tips for memorizing certain words. Repeat the whole process once.

9:51 T gives homework in English. Class is over

Classroom Observation Report #2 (7/8/1991)

First period

8:06 T writes lesson schedule on the board
T greets S in Chinese. T displays cards (poker) either individually or in combination (5 figures maximum) and S say aloud the number(s). Whole class participation. Repeated twice

8:11 T gives instruction on pair work in Chinese. Pair work on numbers with cards handed out by T. Each S has 5 cards. S questions on tones and T answers by pronouncing the correct tone or demonstrates the way a given number is pronounced

8:15 T instructs S in Chinese to return cards. Then T explains in Chinese the next exercise--pinyin. After demonstrating the exercise, T hands out envelopes with cards in them. T demonstrates and explains the exercise again. T explains a Chinese phrase (wait a minute) and expand the uses of it.

Pinyin initial exercise: whole class participation. T pronounce a pinyin, S shows the corresponding card. If wrong, T shakes her head and pronounces the wrong one before repeating the original one. If correct, T nods her head and displays the card for the whole class. Repeated once by putting the pinyin in order. T puts each card on the board while pronouncing the Pinyin on it. T explain and demonstrate the tongue position and phonological features and repeat each one several times. S repeat after T. The pinyin in the cards are devoid of tone indications. T would sometimes give a tone to certain pinyin to make it meaningful. T compares and contrasts 2 or more pinyin at request, sometimes by using Japanese and English words and phonology as analogy. At the end of the exercise, T instructs S in Chinese to put cards in the envelopes and collects them while using polite language exchange with S.

8:30 T instructs in English. One S volunteer pantomimes what T says in Chinese. Whole class listens and sees and translates each action into English. Then whole class makes motions at T's cues (total physical response). At the introduction of each new sentence, T repeats all the previous ones and S repeats all the motions correspondingly. Repeated several times. T writes on the board--S supply pinyin and tones for each motion. Finally, T makes motions and S say them in Chinese. After each one, T and S repeat.

8:40 Whole class participation. T asks each student a question about one of the above motions. S makes that motion to reply. Whole class translates it verbally. Pair work on the exercise. T writes the pinyin of her question on the board at request.

8:44 T asks about a S's feeling to the whole class. If the answer is wrong, Ss are to find out the correct answer either from the motion or from verbal reply. Then whole class makes the corresponding motion. T asks each S's family name and title (Miss, Mrs. etc). For correction of tones, T repeats the correct one plus using Japanese and some phonological explanations.

8:50 Guess his/her feelings. Yes/no question only. Whole class participation. Finally, review all the motions

8:53 T write on the board her family tree while saying aloud each kinship term in Chinese. Pair work: find out and draw the family tree of the partner. T supplies question words/structures for asking about family information and write them on the board.

Second period

9:10 Pair work continues. T goes around each pair. T introduces 一 Chinese classifier word. S report on the family information of the partner while T draws the tree on the board. S questions on new words used by other S and T explains by demonstrating with newspapers etc and writes the new words in pinyin on the board. After

report, T mentions certain family features and S identify whose family it is. Then S repeat the exercise.

9:27 Review how to ask and present personal information in Chinese.
S ask T and T repeats each question by S and writes the answers on the board

9:31 T hands out information gap sheets to S. There are 4 information gap exercises on each sheet. Pair work.

9:44 T examines S's pair work--whole class participation. T asks questions and S answer according to the information collected in the pair work.

9:46 Review Chinese characters in the book. Each character or group of character is numbered. S identify the character when T calls the number. Then S raise their hands if they know the character when T mentions it. T questions on the meaning and number of that character. Participation--whole class and individual.

9:50 S work on sheet, identifying personal information according to the questions by T. Whole class participation. End of class

Classroom Observation Report #3--July, 10, Wed.

First period

8:10 S sit in horse shoe shape. T hand out Pinyin cards while greeting the class in Chinese. T instructs in Chinese the exercise. T says one Pinyin and the S with that Pinyin card raises it. Whole class participation. If a wrong card is raised, T would shake her head, say the wrong one while pointing at it and look around the class for the right one while repeating the right one. If S raises the right card, T would nod her head, repeat it, and sometimes ask for the meaning of that Pinyin word and write it one the board.

8:17 One by one, S turn in cards while saying the Pinyin on them. T repeats after each one, puts tones to some Pinyin, explains the meanings sometimes, makes up sentences

with some and writes some on the board. During the exercise, T corrects individual S's pronunciation and tone by repeating the correct one.

8:30 S count 1 and 2 in Chinese and form 2 groups that sit opposite each other against the 2 walls of the classroom. T displays 2 cards with 2 Chinese names (in Pinyin) on them, one belonging to each group which is supposed to be a family. T explains the gender of the 2 names. T then displays 2 identical groups of family member cards (in Pinyin) one by one. At each card, S say it aloud together and T repeats after S. The cards are in 2 different colors.

8:35 Information gap and competition exercise. T hands out cards to each group. S decide among themselves the role(s) they want to assume. S discuss theirs roles in 2 groups and in English. Each group tries to find out the role(s) of S in the other group by asking yes/no questions. T writes the question pattern/structure in pinyin on the board. One S tries an example to see if she understands the exercise correctly. T confirms.

8:38 Exercise starts. S in each group take turns asking quesions, using polite language in the interaction. Then T writes an interrogative sentence pattern/structure (in Pinyin) on the board plus gender symbols to indicate the meaning of the sentence. T explains each phrase in the sentence. Then S takes turns asking the gender of each person's role in the other group. Occasionally joke about mispronunciation. S take notes of the answers.

8:46 T writes another interrogative sentence pattern/structure on the board (in Pinyin) plus symbols of children and grown-ups. S take turns asking the other group yes/no questions about their age status. S take notes of the answers. T explains a phrase at request

8:50 S take turns asking the first yes/no question about the role of the other group. If the answer is affirmative, that card is turned in. The group that first guesses out all the roles of the other group wins.

8:57 T writes a wh-question pattern/structure on the board. S take turns using the pattern to ask about each S's role in the other group.

Second period

9:12 S sit around a long table. T hands out clock models to S. T displays an identical clock model, only bigger. T indicate different time on the clock while saying it aloud. Then T names a certain time, S indicates it on their clocks. T checks each S. T structures the time term in the order of whole, half, quarter, and minutes. The exercise is also structured in this order.

9:16 T writes a sentence (in Pinyin) on the board about "minutes," and goes on with the exercise.

9:20 T displays different time on her clock and asks S to say it. Whole class participation. T would write new word on the board at request. Then T says the time on her clock and S repeat after her.

9:23 Individual S asks T a time and T answer. S indicate it on their clocks. T writes the interrogative pattern/structure about time on the board.

9:25 Every S works out a time on his/her clock. When ready, he/she raises hand and the whole class asks for his/her time. At his/her answer, whole class makes the time on their clock to indicate comprehension. T repeats it to correct tones. S repeat after T.

9:30 Pair work on the above exercise. For pronunciation correction and exercise and discussion, S often speak Japanese and English.

9:35 T displays her clock and moves the needle 5 minutes each time. T asks S the time on her clock, S answer, T repeat the answer, S repeat after T. S ask a question about an alternative way of time expression. T answers and writes the new word on the board.

9:37 T asks each S the time on his/her clock. S answer individually.

9:39 T makes motions and asks S what she is doing. S answer. T repeats the answer and S repeat after T. Whole class participation. T instructs S to open books. S read over the vocabulary sheet after T.

9:42 T asks S to listen to tapes and read the book at home. S propose that T tells them each time what pages should be read. T repeats all the motions and S say it aloud. Whole class participation.

9:44 T writes a sentence "what are you doing" in Chinese Pinyin on the board and explains it. S use the question to ask T and T makes a motion at each question. S says aloud the motion T makes. T explains the aspect (grammatical) feature of the question. Then whole class ask each S the question. At each S's answer, whole class repeat after him/her.

9:47 Information gap activity, pair work. T hand out 2 different sets of information sheet for S to fill out (ok in English). T writes on the board 2 interrogative pattern/structures necessary for the exercise. T explains them and demonstrate how to answer the questions at S's request.

9:51 S form new pairs and start work

9:57 T summarizes today's class in English and gives homework. End of class.

Classroom Observation Report #4--July 17, Wed.

First period

Before class starts, T writes down terms for year, day, date etc on the board in both Pinyin and Chinese characters. T also arranges chairs into 3 groups, 3 chairs in each group. As S come into the classroom, T directs them (in Chinese) to the chair.

8:08 T displays a calendar and asks questions about days and dates. Sometimes T points at related words/terms on the board while issuing the questions. S answer, T repeats each answer. T substitutes words for each question. Whole class participation. For new words, T points at the board and says the Chinese words and S translate them into English.

8:14 T displays several large white sheets with years, months, and dates on each one, along with small pink cards with days (Mon. Tue. etc) written in Chinese characters on them. T displays each sheet with a card and S say it in Chinese. Whole class participation. When a S makes a mistake, T would display the sheet/card to her/him.

8:16 T hands out the sheets and cards to S and instructs in English the group work exercise which repeats the above one. T gives an example. T participates in each group at least once, doing the exercise with one student.

8:26 After the group work, T repeats the exercise with S once. Then use phrases on the board (substitutes) to repeat it again.

8:29 T makes motions and gestures while asking students what she is doing. S answer. Whole class participation

8:30 T uses calendar and motions to connect the above 2 exercises. S completes T's sentences according to the motions made by T. T repeat the question and answer exercise with individual S and display cards (with motions written in Chinese characters) when asking questions. S answer according to the card.

8:34 T explains cultural difference in considering the beginning of the week. Then T hands out cards. T uses calendar to ask S about her own schedule. S fill out her schedule by selecting and displaying the card while verbally say it aloud. T occasionally asks for the meaning of certain terms on the card and encourages innovative answer by verbal praise. T always repeats the answer.

8:37 T hands out blank calendar sheets to S for "schedule" exercise in groups. English instruction. Group work: find out from each other his/her schedule of a week. T encourages verbal interaction and mutual help. T explains exercise to individual S at request and gives new words at request and occasionally writes them on the board.

8:45 S report on their findings. T repeats each sentence by S and gives constantly positive response. No overt correction but repeat the correct way. Some S use English terms (not yet learned in Chinese) here and there to complete sentences. No actions from T. For new words used by S, T asks S for meaning or repeats it to the whole class. T collects cards/sheets during last S's answer.

Second period

9:07 T uses Chinese directives (in both affirmative and interrogative forms) to arrange seats for late S. S sit around a long table with the same groups. T instructs the next exercise in English. Then T hands out a story (1.5 pages) written in both Chinese characters and Pinyin. Group work: study the story. Each group is only allowed 2 questions or points will be taken off them. T makes the task a competition one. S read and translate the story into English for comprehension during their group work. When S ask questions about new words, T explains them by forming simple and familiar sentences in Chinese.

9:20 End of group work. Competition in answering (in Chinese) T's questions (in English) based on the story. Each S can only have the second chance of answering the question after everyone in his/her group has one chance. When a S forgets to speak Chinese in her/his answer, T pretends not to understand and the S will speak Chinese. T gives constant verbal response. At the completion of the task, T hands out "trophy" (cards) to the winning group.

9:26 T gives homework in English. Question and answer session on the story just read. At S's questions, T writes on the board the Chinese characters, explains their meanings, differences and grammatical features in English, and uses examples in Chinese.

9:35 T writes one Chinese character "money" and its Pinyin on the board. Then T displays American paper money (fake) and forms sentences using "have" pattern. T asks S the same questions about other countries' money and some S display foreign currency from their purses. T stops S from speaking Japanese. For new words, T gives English equivalents. T displays paper money from other countries while saying what countries' money it is, passing it to S, and asking the same question but using substitute words. At S's answer, T gives positive response in Chinese. When new terms are necessary in S's answers, T elicit them from other S and then writes them on the board. Then T uses the new terms in the same question pattern and demonstrate how to tell the amount of money by adding the American paper money in her hands.

9:43 T hands out American paper money to each S. Each S counts his/her money and tells T how much he/she has. T repeats and whole class repeat after each S. T write each amount on the board at request. For new words, T writes both Chinese characters and Pinyin on the board.

9:47 T displays American coins and asks S how much it is. Whole class answer, differently. T writes on board the new terms for coins in Chinese characters and Pinyin. T gives a coin to one S and asks how much it is. T writes the new word for that on the board. S asks questions about the difference between the 2 ways of expressing the amount under $1. Other S explain in English.

End of class.

`Classroom Observation Report #5--July 18, Thursday

First period

8:07 S sit in horse shoe shape. T greet S in Chinese. Then T sings a Chinese song while making motions. S follow the singing and motion making. Repeated several times.

8:08 T hands out sheets of "Feedback Guidelines" while talking in English about feedback (i.e., critique) ground rules. T writes 4 ground rules on the paper board in the front.

8:13 T hands out 3 song sheets with music scores, Chinese characters and Pinyin. T reads aloud the lyrics of one song once. T and S sing together while T makes the motions. Repeated several times.

8:15 Singing game. Whole class participation. S stand up, get into pairs, sing the song, make motions, and play the game. T speaks Chinese to ask for the winning side at each round.

8:18 Review money units. T displays American paper money and coins and ask S for Chinese. T writes pinyin and symbols ($, c) of the units on the board. Then T hands out cards to S who are divided into 3 groups. (Some confusion at this point as to whether this is pair work or group work). On the cards are written various amounts (e.g., $11.98). Receptive task and competition. T says a number in money unit, S with that card raises it and scores a point. T repeats each number while looking around each group. After 3 numbers, T gives more rules. Responses get faster and more competitive. T2 assists in answering S's questions and set-up of groups during the confusion moment.

8:23 Interruption of the game: some group(s) does not have all the cards; and some put used ones away. T reiterates rules. Game continues.

8:26 T instructs S in Chinese to put the cards away. One S asks a question about different language usage in expressing Chinese money units. T answers and explains. T collects cards and hands out 1 sheet: prices of dishes written in Pinyin without tone marks followed by blanks for numerical ($) and restaurant names.

8:27 T explains the activity: mark tones on the Pinyin. T asks the meaning of some phrases on the sheet in Chinese and writes on the board. T demonstrates on the board the exercise by marking tones on 2 items. S follow her with

their sheet. T writes the numbers (1-10) on the board and tones of each one of them. S do the task. T coaches individual S.

8:32 Pair work. T hands out 2 xeroxed sheets of Sunday's newspaper: restaurant ads. S are to match restaurants with dish prices on their first 2 sheets. Almost everyone works on his/her own. T writes her own. T explains why no Chinese newspaper ads are used. T2 writes "finished" in Pinyin on the board at request.

8:39 Pair competition. T asks questions about restaurants and prices in Chinese. S answer. T would occasionally point at one S for answer. T repeats her questions. Soon it is whole class participation. T talks about one restaurant in Chinese.

8:43 T collects the ads for use tomorrow and hands out 4 small color boards to each S. T displays each board and says the color in Chinese. S repeat after her. After one round, T asks for certain color and S display that color board. T draw 3 circles on the board and tells S Chinese term for traffic light. T tells one S who has learned color terms previously not to say anything in Chinese during the exercise.

8:46 T tells S to interview each other about his/her favorite colors. T teaches one interrogative patter/structure for this exercise and T2 writes it on the board. S repeat after T several times while T hands out a sheet with each S's name in Pinyin followed by a blank.

8:47 S moves around classroom asking each other his/her favorite color, using appropriate address terms and polite language. T writes on her own and T2 puts the 4 color boards on the board and writes in Chinese character the interrogative pattern above them.

8:53 T sticks on the board "post-it" paper, each having the last name of a S in Pinyin. T takes down the paper one by one and holds it while asking S their findings. Whole class participation. At each answer, T puts the paper next to the relevant color board. If a new color appears in the S's response, T asks S to limit choices within the 4 on the

board. S corrects T's mistake by repeating the their response in Chinese.

8:57 At the completion of the activity, T summarizes by asking in Chinese the number of people for each color on the board. T explains in English the personality each color represents. S comments on cultural difference and task constraints. T agrees and explains the purpose of the activity.

8:59 T reads aloud more colors from her sheet and gives English equivalent, demonstrates tones and use colored bear boards and color cards for illustration.

Second period

9:09 S sit around a long table. T introduces 2 informal observers in Chinese. S greet them in Chinese and sing the welcome song once. T reads, translates and explains the 2nd song. Whole class sing. T sings and makes motions. Repeated several times with S. T goes on to the 3rd song. The same process. During this time, T2 puts on the board sheets with Chinese characters on them (family members and relatives). Each character has mistake(s).

9:17 T2 explains in Chinese his story of the wrong character. (T1 helps to explain). T asks S to open their books to the character page and compare the characters on the board with those in the book and find out the mistakes. T asks 2 S at a time (in English) to come up to the board and correct the mistakes. One correction for each S. Use chalk and markers for missing and extra strokes. T helps S on the board work. S talk among themselves.

9:24 T takes out a set of yellow cards with Pinyin on them and match them with the characters on the board. Upon producing each card, T asks S to identify the characters. Whole class participation. Some S look at T and others copy things on the board. For missing Pinyin cards, T asks S for Pinyin and writes on the board.

9:27 T hands out blank yellow cards, 2 for each S, while asking S in English to practice writing Chinese characters. It's

pair work and S are to write 1 family member on each card. S ask questions about certain family member terms and the relations. T explain in English. T then puts 2 sets of cards on the table, one is verbs and the other family members, all in Chinese characters (learned before). T instructs S in English to make up a sentence by using cards from each set. T writes Chinese characters on the board at request. Some S speak Japanese during the work.

9:34 T asks 1 S to display her sentence and uses it as an example. Other S display theirs. For S's mistakes, T corrects and writes correct answer on the board. T2 helps and S helps each other.

9:36 T asks each pair to display their sentence to the whole class and to read it aloud. T asks for meaning after each display and repeat the sentence and gives positive response. One S helps another make the sentence better by inserting a card with a Chinese character on it in their sentence.

9:38 T collects cards. Next is problem solving task. T hands out work sheets and asks a S to read the English direction on it. Meanwhile, T takes down the cards from the board. T asks S for the types of question one should use in the task. At each reply, T writes it on the board in Pinyin and translate it into English. An observer T gives 2 English terms and asks S for equivalent Chinese terms. Then, T designates pairs--each S has a partner sitting opposite him/her across the table.

9:44 Pair work. T goes around helping S and answering their questions. S speak English among themselves to clarify points but speak Chinese when doing the actual question and answer problem solving task.

9:49 Report. T asks one S to report and asks the whole class for confirmation. T1 then explains the content of the quiz for tomorrow in English and goes over the basic questions covered so far.

End of class.

Classroom Observation Report #6--July 23, 1991 (Tuesday)

First period

8:07 S sit in horse shoe shape. T greets S in Chinese. S pick 2 sheets each that have picture of food, Chinese characters for the food and Pinyin on them. T greets a late S and asks other S to give her a picture in Chinese.

8:08 T explains the activity in English. T and S do a 4-turn interaction: S raise the particular food picture T mentions. T points to the right picture and instructs S to raise it for the whole class. T uses gestures to encourage responses.

8:12 Master T comes in. S sing the Chinese welcome song to her. Then resume the above activity. T uses gestures and sounds to explain the meaning of certain words (e.g., hot dog).

8:16 S asks a question about certain food. T draws it on the board and writes down Chinese characters and Pinyin, too.

8:18 S asks a question about Chinese characters. T answers it in English. Then resume the above activity.

8:19 T tells S the generic terms for certain foods and refers them to the Chinese characters and Pinyin on the board. T uses gestures to explain the terms.

8:21 T collects the sheets. T explains next activity in English. T raises each sheet and S raise hands if they like the food. T puts the sheet in a line on the board and writes down the number of people who raise the hands on top of each sheet. S asks a question about the difference between "chicken" and "turkey" and T explains in English. T and S pick out 3 most popular food and 3 most unpopular food. S say it aloud. T asks for the number above each food sheet and writes new words that appear in her questions in Chinese characters and Pinyin on the board.

8:30 S asks a question on certain food. T writes it on the board and explains in English. Resumes the above activity.

8:33 G put food sheets into 3 generic groups and lets S pick a sheet each at random. Whole class stand up in circle, holding the sheets in front of each one and doing the first activity. At the mention of each generic term by T, Ss with those food pictures physically change positions with each other. Whoever happens to be standing in T's position does the prompting.

8:34 Whole class participation.

8:39 T draws a big question mark and makes a face on it on the board. T2 asks S to find a partner and brainstorm questions to ask about the person on the board. T explains it several times.

8:40 S work in pairs and take notes.

8:45 End of pair work. Every S asks questions, T2 answers. T uses gestures, repetition or english to help comprehension and explanation. T1 also helps in the answer.

8:45 End of first period

Second period

9:07 S sit around a long table. Informal discussion about derogatory terms

9:08 T explains the above activity (a pre-activity for the next one) in English and Chinese. T instructs S to find a partner and make a conversation according to 5 topics/situations on the cards.

9:11 T hands out 1 conversation/situation card to each pair. Pair work starts. S speak Japanese and English to organize dialogue.

9:18 S asks for more time at T's intervention. T answers questions, supplies new words and writes them on the board in Pinyin.

9:21 S presentation of dialogue in pairs. T instructs S to listen and figure out the relationship between the interlocutors and the location of the dialogue. After each presentation, S answer the above 2 questions. T corrects wrong word order by explaining the syntax using "logic" (tips) instead of grammar. When S use certain new words in their dialogue, T explains them to help comprehension and writes Pinyin on the board.

9:35 T hands out sheets with a short Chinese rhyme in Chinese characters and Pinyin on them. T explains each term and words, using gestures, motions, Chinese and English. S interpret gestures, etc. S chant the rhyme after T, twice. S chant with T once. Then T sings and makes motions with S several times. More explanation of the second part of the rhyme which is not on the sheets.

9:41 End of class

Class Observation Report #7--July 25, 1991 (Thursday)

First period

8:10 2 Ts have the whole class sing the Chinese songs together.

8:33 Master T comes. Testing day. T asks S what legitimate writing tasks are. T writes S's answers on the board in English.

8:35 T asks S to write one sentence in Chinese stating name, hometown and job in HI. S write. T puts requirement on the board.

8:37 S switch their papers with their partners, read it back to the partners, and make corrections.

8:38 T collects papers. T reads each S's sentence and asks S for correction. Whole class participation. T returns papers and S give papers to the right owners.

8:44 T reads from the textbook (in English) several possible writing tasks and asks for S's comments. Discussion (T and one S). Meanwhile, T hands out 2 sheets of sample quiz.

8:52 Try sample quiz--S asks questions about a hypothetical person and T gives role-play answer. S write down T's answer in English in the blanks provided.

8:57 End of part one of the quiz. S switch papers and check and correct. T check by going over the questions and S answer.

Second period

9:09 T hands out a yellow card to each S to make sure everyone asks questions (e.g., each S turns in the card after his/her question). Resume the quiz. T would write new sentences on the board.

9:19 T checks at the completion of 2nd part of the quiz. Whole class participation, in English. Same as part one.

9:20 Quiz part 3. Same as previous two. T would repeat answers.

9:33 End of quiz. T check, speaking both Chinese and English. Whole class participation. S switch papers and check and give scores to each other. T goes over the part with S and writes down the answers on the board in English.

9:36 Whole class participation to make a test on food (situational). T writes S's suggestions on the board. S also supply situations.

9:44 Discussion and comments on real life communication strategies in relation to test design.

9:50 One OPT. Whole class watch. At the completion of it, whole class discuss the performance and level of the S taking the OPT.

End of class.

Appendix III
Classroom Observations (Spanish)

For first half, 10 students are sitting in two almost parallel rows, though front row bends around to wall. Behind them are about 10 observers. All teacher talk in Spanish except where noted.

0:00 Ts greet Ss, announce first activity: review of numbers from 1-20. Choral repetition in order. 15 is repeated an extra time. When finished, 15 and 16 are reviewed again.

2:00 Choral repetition counting to 100 by tens. Sound differences in veinte and treinta are clarified. Activity repeated.

2:30 Ts distribute 2 numbers written on cardboard. Instructions for activity are given through modeling of the activity by the TS: when you hear your number, stand up, say your number, and make up any sentence. Some confusion in understanding the instructions, partly because Ss didn't understand that any sentence was OK, partly because they didn't understand sentences given in the model. Ss receive gum for their response first time, button the second time. One S comes in late, receives numbers but no instruction; calling out of numbers by T goes a bit slowly because many of the numbers called are not held by any student.

11:00 Ts announce the beginning of work with Chapter 2 of the text, on objects around the house. Distribute handouts, then show OHP with same content. At top is the objectives of the lesson.

12:38 New handouts are distributed and OHP is put up--a story in English about Julio Iglesias coming to Hawaii and wanting to find out more about Maxine and Carolina (the teachers). At bottom is a chart containing info about M and C with some cells missing. Ts do roleplay in which Maxine gives info about her family, some of which matches the missing cells. Spontaneous language makes the interaction lively but perhaps difficult for Ss to understand. Ts ask for Qs, but no specific Q emerges. Ts decide to do roleplay again, this time more controlled. Ask again for questions.

16:15 S asks Q about ambiguity in the task, which shows that she didn't know where to focus her listening during the role

play. Ts then review answers to task, revealing answers previously covered on OHP when Ss cannot answer.

17:15 Similar roleplay about Carolina, again containing possibly incomprehensible adlibbing.

19:24 C asks if there are any questions about her family. About 4 Ss ask Qs, in English.

20:00 2 Ts go out and male T playing the role of J. Iglesias walks in (big cardboard name tag); in character asks Ss about M and C, such as age and origin, leaves.

21:55 2 Ts come back in, M asks C about what she has in her bag (roleplay). C one by one reveals books, cofee, tea, tapes, record, newspaper, magazine, etc., adds some info about most of them. The tape she has is played, and stays on for the rest of the lesson, possibly making comprehension more difficult. During role play, C asks Ss what is the capital of Panama (after revealing Panamanian newspaper in her bag). One of Ts has habit of commenting that Ss 'son muy inteligentes' when they can answer a referential Q--sounds patronizing to me. Ts and Ss use 'tu' forms with each other; one T once even asked "Entiendes?" referring to whole class.

27:20 Ts announce that Ss need to practice. Distribute packets of ads with pictures of howehold items. Ts ask 'who has _____?' One S says 'No comprendo.' T explains in Sp then Eng. [Ts use indefinite/null articles interchangeably] Ts confirm comprehension. Ask both wh and yes/no Qs. Another S says 'no comnprende.' T models ____ tiene ____, ____ tiene ____, etc. Asks again, who has television. S still doesn't understand, so T gives answer in Eng.

37:00 One S talks about evertthing she has. Ss applaud. The another S does the same. [Ss cannot see each others' ads]

41:50 Ts request return of ads; S has Q in Eng about the use of 'y' when listing items: between each two items or only before last one. T answers in Sp. Then list of brand names appear on OHP; Ts ask Ss if they have various goods from each brand.

45:40 T announces 10 minute break in Eng.

Break was extended extra 15 minutes due to confusion over rooms. Finally a room with one big rectangular table was found, just right for the number of students, but much too smal with observers.

1:08:45 Review vocabulary with picture cue cards; Ss identify, then T asks some extra Q about most items.

12:49 Ts show OHP picture of room, with woman working at computer; asks what is in the picture. Ss identify.

13:30 Ts ask Ss to take out pencil and paper. T draws picture of of house as a model; Ss need to draw pictures of what they hear on tape. Some Ss don't understand instructions. T repeats instructions.

14:45 Tape is played. T tells Ss to draw what they can before listening again. Repeats in Eng.

17:13 Tape is played one more time.

19:00 T asks Ss to exchange papers and discuss. T gives instructions in Sp and Eng.

20:30 T asks Ss to report on what was discussed.

22:04 C says M is going to give HW, but S has question about how many computers the person in the tape. Then M puts HW on OHP, and reads aloud. Ss write it down; it seems to be unclear at first.

24:51 Male T (with beard) takes over. Distributes quiz, giving instructions in English.

26:50 Aural part of the quiz is played on tape, 2 times. Task is to fill in information about a crime witness' name, age, telephone number in role play with detective.

29:32 T asks Ss to proceed to written parts: the first was the most logical of MC responses to Qs. The other was an 8 item cloze followed by short anwers based on the info in the cloze (from text test bank).

38:31 Ss hand in when ready; go outside for one-on-one interview with Ts.

For first half, 10 students are sitting in two almost parallel rows, though front row bends around to wall. Behind them are about 10 observers. All teacher talk in Spanish except where noted. C=Carolina (aka Sharon); M=Maxine

0:00 C greets Ss and gives announcement in Eng about listening to the course tape in the LL.

1:35 C asks Ss to open their books to the HW, and goes around affixing stickers, presumably as a reward for having done HW.

3:30 C and M joke about kisses from Julio Iglesias. The J. Iglesias obsession is an in-joke continuing in the class; hard to tell if the Ss are into it or not.

4:03 C elicits Qs about HW. S6 asks about the meaning of jabon and peine. Another asks abut cama. [Exercise 1 is add the articles to nouns; E2 is pluralization of nouns with def/indef articles; E3 is make possessive sentence from noun and possessor. In response to student lack of comprehension in E2, C uses pidgin Spanish so as not to need to go into English.

7:40 S4 wants to know if differences in pronunciation between nacion and naciones. S7 wants to know if final s influences pronunciation of penultimate syllable. C explains in English; while eliciting answers to E2, C writes some, but not all, answers on the board.

11:00 C elicits answers to 2 of 6 items in E3;; asks for Eng translation.

12:43 C exhorts Ss to think in Sp, not Eng; gives her pitch in both Ls. Suggests putting Sp images in your head.

13:45 C reassures Ss that it's OK if they have problems remembering all the vocab because there is so much of it.

14:30 S6 (Japanese) asks why, if the concept is identical to that in Eng, it is necessary to think in Spanish. Interesting interaction ensues, with both parties maintaining their belief.

19:30 Vocabulary recognition and repetition: C shows cards with pictures of objects, while M places card beneath relevant word on OHP screen; Ss do choral repetition of singular and plural of each noun, 2 times. C says it's good to pronounce all of the vowels.

22:56 Matching appropriate sentence parts: C distributes cards which have the beginnings of sentences on them, e.g. Me gustan.... When she announces an object which would logically and grammatically fit one of the cards, the S or Ss stands up and performs the whole sentence. C models with M, then models with S6.

25:33 C models one more time with M, then finally decides to give instructions in Eng. M gives out candy for correct answers.

29:32 S6 has a question about verb conjugations (this is the crucial info for doing this A).
C models part of the paradigm, then asks more items. S3 asks if you can use Como se llama with things.

33:50 Pair work: C distributes envelopes with objects; Ss tell each other what they have. Ts decide to model when Ss appear to be unclear. During A(ctivity), S6 ask if it is necessary to put in articles; T says it's OK but not necessary. [In my opinion it would be very useful to do so, for practice and for reducing perception of task ambiguity]

40:19 M asks for volunteer to tell class what they have. S2 gets up in front, tells what he has very competently, is applauded, and receives 2 candies from M.

42:15 S6 does the same thing.

43:00 M elicits vocab, by asking how do you say _____ in Spanish?

43:30 M asks for return of envelopes. S6 asks C about El/un cafe distinction; C talks to her individually, while M sort of kills time.

45:00 Break

Class moves to big room 323. Very large rectangular table fits all Ss; observers sit behind Ss.

58:25 Planning a party: T announces that they will plan a party, shows party scene on OHP. C asks Ss what there is at a party. Ss reply sangria, cerveza, guacamole, tetc.; C writes on OHP. [Part of it is unreadable because transparency is not centered on screen]

1:03:00 Eliciting vocabulary: M asks what you need for sangria, when Ss respond appropriately, she pulls out the actual item from her bag, eg wine, lemons. Elicits pronunication of fruta, frutas. The she elicits in same way ingredients for tortilla espanola. C shows picture because many Ss don't know what it is.

5:50 Ts announce Ss have to vote on decisions about the party. Ss have a hard time understanding what's going on in general, and specifically some don't know the word cuando, so that they do not know what they are voting on. Other problems are that they do not know the days of the week, to which the Ts are referring, and some think that Julio means Julio Iglesias.

7:16 S4 says she doesn't know 'cuando'; C tries to give explanation with small calendar; eventually resorts to Eng.

9:28 First vote is choice between Wed and Mon; at first, no one votes, but when they realize that it will be during class time, they get more into it. Vote is split 5 and 5; Ts break tie by voting for Wed (tomorrow)

12:23 Ss vote for both sangria, tea, and then coffee too.

13:30 Ss vote for tortilla espanola over cereal.

14:10 Ss vote for salsa music over classical music.

15:01 Ts asks if anyone has a guitar. No one does. S2 asks what salsa music is.

16:11 Review of verbs: M asks Ss how you say I have, you have, you don't have, what is your name?, etc. No correction, though S4 makes serious error, Como te llamas el mujer?

18:44 More jokes about Julio Iglesias.

19:45 M asks S7 several questions about what she has; then aks S6. Answers are good, everyone applauds.

20:59 Game: Find an ideal roommate. Instructions are given in Eng orally and on OHP. Ss have cards with lists of possessions. Need to walk around, find potential roomate with all different possessions.

21:44 Ts model the activity.

23:00 Activity begins; Ss instructed to sit together with ideal roommate when s/he is found.

27:46 HW: M puts on OHP and explains. In addition to book EXs, write intro of roommate you found. C models with S1, tells Ss to remember to bring back papers and who their partners are.

In 3rd floor big library room, 11 students are sitting around a big rectangular table. Behind them are about 10 observers.Teacher talk is generally in Spanish; most instances of English use are noted. C=Carolina (aka Sharon); M=Maxine

0:00 C greets Ss and gives announcement about going to the computer lab. some Ss seem not to understand; C repeats announcement in Eng.

1:00 C distributes two sets of cards: one with #s and one with Qs. Asks Ss to read and study Qs.

3:18 C gives instructions, then models activity with M. Instructions not completely clear (perhaps partially because of quick, fluent, elaborated S model by M).

4:20 C models with an S. If S has their # called, they should stand up, read the #, then ask the Q on their card. Someone (with appropriate info) should answer.

5.00 One S asks about procedure, several Ss ask Qs about grammar needed for doing task.

8:04 S Q is ¿Que te gusta beber? [Seems misleading in a whole class context, since Q is not directed to a particular person]

10.30 S Q is ¿Que dia es hoy? Ss discuss among themselves how to respond. One S asks C.

12.00 S Q is ¿Te gusta comer la tortilla espanola? [This S, as some others, reads from card without Q intonation; C doesn't correct]

13.00 S Q is ¿Que te gusta hacer los sabados? C corrects pronunciation of hacer.

15.30 C explains the difference between gusta and gustan, first in Sp then in Eng. [Seems like use of blackboard would have helped]

18.30 C collects # and Q cards.

19.30 M starts going over HW crossword puzzle. Asks for S Qs, then elicits responses for particular items from anyone who knows.

23.30 S3 points out error in crossword puzzle.

25.00 M asks if there are more Qs.

27.12 M asks Ss to put away HW and take an object from a bag; perfume, coffee, toothpaste, toothbrush, comb, etc.

29.00 M explains procedure with comb as example. "Tengo un peine. Tengo uno."

30.51 Ss discussing problem of article usage among themselves. Even cameraman joins in to try to explain.

31.30 S6 says she has a toothbrush, and asks S9 if he has one. Awful pronunciation (more like French than Sp), which is not corrected.

35.00 M notices S7 seems not to understand. Asks if S7 has shampoo; S7 answers correctly.

35.40 T asks various Ss what they have, and additional Qs about their objects. One S says she doesn't like Pert shampoo. S5 agrees with "Yo tambien." [incorrect]. S6 adds further agreement, incorporating same incorrect expression, again not corrected.

39.00 S11 says "Tengo jabon de Americano [error]," and asks S7 if she has "jabon de Americano." S7 incorporates error in her response [almost releuctantly, it seemed, which I took to mean that she was actively revising (misguidedly) a hypothesis about Sp, based on S11's error.]

41.50 M asks if anyone hasn't spoken about their items yet. S7 responds, says she has a towel. She is praised by M because toalla hasn't been taught yet, and she writes it on the OHP underneath all the other voabulary items.

45.00 M asks about the cost of each item. Ss respond according to amounts listed on OHP.

47:00 M uncovers on OHP th situation for a role play. Since airline has lost their luggage, it gives then 10 pesos to buy personal care goods. Ss have to first prioritize what they need, then attempt to buy eveything for within 10 pesos from the various shopkeepers (other Sp teachers) who have set up shop around the room. M distributes pesos and a handout which is identical to the OHP. Ss rehearse their Qs and/or count their money.

53.49 C announces that Ss can take a break.

1.04.30 M asks if everyone is ready. Takes care of some procedural questions.

6.05 Ss go around to different shopkeepers. Some Ss try to bargain. [Activity seems to go quite smoothly and generates lots of enthusiasm]

12:00 Most Ss return to seats, having completed necessary transactions.

13.04 M asks Ss to get together with roomate to discuss what they have purchased.

16.00 M asks M2 to report to class what she bought, then S10; S5 asks S10 why she bought so much soap. S6 then asks about the brand, S5 if it is for men, and M about the prices.

20.50 C distributes papers with a list of things for Ss to practice for about 4 minutes; list includes ss creating several things each they are: going to do, have to do, like to do, don't like to do, have to buy. At bottom are useful expressions, such as Voy a...

28.24 C tells Ss to put everything away [meaning time for quiz]. Gives instructions for LC part, in both Sp and Eng. Warns Ss that the tape goes very fast. Instructions go very fast too [behind schedule?]

30.00 Plays tape. Very difficult, because context is not coherent. Situation is a newlywed couple talking about things they need to buy for their apartment and who is going to get them, but conversation and items are unrealistic. Items: newspaper, shaving cream, lamp, toothpaste, newspaper, shaving cream.

31.00 C asks una vez mas? an plays it again.

33.00 C give instructions for other parts in Eng. Ss write, and when finished go to one of the TS for a short interview.

45.00 New T (with beard) puts HW on OHP.

MAIN STUDENT POINTS OF EVALUATION SESSION

- Need more lead time for quizzes
+ Low stress quiz review format appreciated.
+ Review for quiz was very good.
+ There was a high comfort level in today's activities.
+ Good organization (1 set of teachers for 1 chapter)
- Def/indef articles are a problem, esp. for Japanese.
+ It was good to have more English spoken in directions for activities.
+ Continuity of context (with roomates) was a good idea.
= Liked emphasis on communication.

In 3rd floor big library room (323), 9 students are seated at movable desk-chairs in groups of 3.. Behind them are about 8 observers.OHP is in corner to teacher's right. Teacher talk is generally in Spanish; most instances of English use are noted. Y=Yves. Class starts 1 hour late because of eclipse.

0:00 T goes around room putting desks and Ss in the desired position.

2:00 Y sets up first transparency, while Ss are still getting organized (some adjustment of groups was necessary due to absences.

2.26 Y confirms ID of groups by color.

4.00 Groupwork: Y asks Ss to talk in groups based on the matching columns of cues on the OHP. Then Y repeats directions in Eng. [OHP: left column is list of products, e.g. cerveza, cafe; right column is list of places, e.g. Alemania, Colombia, where the products originate.]

5.30 Y elicits proper matches; Ss call out freely. S5 seems to dominate.

6.00 Whole class activity: Ss have to call out the digit names individually of numerals on the OHP, e.g. uno cero cero for 100.

7.21 Y points out sound changes in 900, 700.

8.00 Y uncovers more of OHP; Ss have to translated written-out #s into Eng.

8.30 Groupwork: Y uncovers bottom of OHP, which contains what appear to be tel. #s (e.g. 1-414-964-0121); Y tells Ss to talk in groups for 2 secondsand then read.

9.32 Y asks in Eng if anyone can do it, then elicits one tel# from each group.

11.05 Y gives simulated telephone to S8, who reads out tel #.

12.00 Y gives on more phone to S1; asks the two Ss to talk. [Very awkward]

13.00 Y gives S6 a phone, and she reads tel #; Y answers phone, embarrasses S6 who is not sure what to say, and then say it's for S7, who pretends to be a movie theater box office person.

14.20 Y puts up a new OHP containing a list of nationalities. Y asks Ss to turn to p.67 in their textbooks, where there are three more lists of nationalities. Y gives Ss 10 minutes to make one alphabetical list from the 4 lists of nationalities.

22.26 S5 raises hand to let Y know that her group has finished. [In that group of 3, S5 did by far most of the work, one other S simply recording the list, and the third doing not much of anything.

25.15 Y shows on OHP the ideal alphabetized list. Y models the pronunication of each of the items, Ss repeat. Sometimes Y also elicits repetition of the feminine and/or plural.

30.42 Y gives an explanation of compass points to explain use of Norteamericano for Americans. Not convinced, S5 asks Q in Spanish about Canadians, which T again answers unpersuasively

32.00 Y asks to see Ss' HW.

32.50 Y tells Ss they have 5 minutes to check their HW with each other.

34.48 Y tells Ss in both Sp and Eng that now they are going to correct HW. S9 gives most of the answers. S2 ask a Q about item #2.

37.45 Y asks Ss if they would prefer to see a video or...[no other choice]. Y hands out vocab list.

39.00 Y pronounces everything on list.

40.00 Y starts animated BBC Spanish video. Begins with identification of main characters, descriptions of them using common adjectives, greetings, food vocab, eating scenes, counting of trees, "I don't know." Juan and Princess, "I have ___.

54.41 Y stops video. Y goes over instruction for exercise on the bottom of the vocab list. Y asks Ss to change gender on nouns and adjectives.

EVALUATION

We can pick things up faster using video. This type of lesson is appropriate for smaller classes (like today's because of 4 Ss absent. Good flexibility to change with the circumstances. Question about missing Ss: was their behavior appropriate?

In 3rd floor big library room (323), 11 students are seated at movable desk-chairs in groups of 3.. Behind them are about 8 observers.OHP is in corner to teacher's right. Teacher talk is generally in Spanish; most instances of English use are noted. Yves (Y) and Josefina (J) teach the first and second hours, respectively.

0:00 Y greets in Spanish, and makes some comments about the late Ss who haven't shown up yet. Comments are probably not understood by most Ss.

0.43 Y tells Ss in Eng to pair up, seems deliberately trying to be sparing with directions.Ss seem confused because they think pair up means with each other, whereas Y means it to refer to the two columns of words on the OHP. Once they understand, activity appears easy.

3.10 Y reminds Ss in Eng that they learned verbs on Friday. Elicits the commonalities of verb endings for ar, er, and ir verbs according to person (1st,2nd, etc.). shows that they differ only in 3rd person singular.

4:00 Y distributes a set of 3 or 4 cards to each S. Within their groups they have to match their cards with one other; the match involves all three items of each forming correct subject verb agreement.

7.00 Y distributes a new set of cards.

8.10 One group finishes quickly; Y asks them to translate their sentences into Eng.

10.00 Y distributes third pack of cards. [Meanwhile, there is frantic running around by several off-duty Ts to get the slide projector set up.]

13.48 Y reviews adjectives by pronouncing the adjectives on the OHP, and having ss repeat them.

15.28 Y announces in Eng that they'll review vocabualary, using slides. At first asks Ss to identify places and objects (nouns). Later, Y asks Qs so as to elicit adjectives, including colors. Ss pronunciation of cognates tends to be bad.

31.49Slide show ends, Y puts up OHP again. Y asks Ss which adjectives are not understood. Ss respond joven, enojado, guapo.

34.29Y asks in Eng if Ss can recognize the adjectives for the quiz, and if they can write them down. [I think he trying to get at receptive and productive knowledge]

35.00 Y distributes a guidebook to Hawaii in Spanish, and then sets up a situation in which Ss are to imagine they have arrived in Hawaii with no one to meet them, and the only source of info that they have is this guidebook. [A series of questions about the guide are written on the OHP, but they are not used, except for Y to glance at occasionally to remember where he is]

37.00 Y asks Ss to try to undertstand the large blue subheadings in the book.

38.40 Y then asks about the content of the section about the post office.

39.43 Y asks Ss to discuss in the groups the section on alcoholic beverages.

42.00 In relation to date of publication, Y pointed out in English differences between Spanish and English order, but didn't confirm how the date is actually read. [Also, it appeared that he assumed this Spanish-language document used Spanish order,which it may not have since it was published by the state of Hawaii]

43.10 Y asks Ss to discuss in their groups the section on time differences.

47.39 Y ends activity by commenting on how much Ss can get out of this actual Spanish-language publication after only two weeks of Spanish.

48.00 Y reviews completed HW. For part 1, Ss call out the correct adjective for the gap. For Pat 2, Sentence Expansion, Ss are called on individually.

50.00 Y announces pop quiz; Ss say mañana; Y can't find exercise in book [upon which he planned to base the quiz??] Announces break instead.

1.07.45 J takes over. Announces exam is a take-home exam, in which Ss have to write about themselves. J gives an example of the kind of thing to write.

10.08 J puts up a list of adjectives a feelings on the OHP ; has Ss repeat the masc and fem forms.

11.00 J points out the non-gender-changing adjectives: triste, feliz. Then pracitces changing ones, giving English cues for Ss to respond in Spanish to. Sometimes the cues are to the class, sometimes to individuals.

17.15 S2 has Q about use of ser and estar. J answers briefly, solicits additional Qs.

18.00 J goes over adjective list (inherent physical conditions from before) using the OHP again.

19.00 S2 has a Q about feo and fea; S9 then has another Q, [both of them probably being due to the confusing presentation of adjectives on the OHP, specifically the juxtaposing of guapo/feo as opposites, and immediately below bonita/fea.

21.00 S2 asks a Q about largo vs. grande; then S4 asks about how to combine adjectives.

23.15 J explains diff between usage of ser (color, profession, physical characteristics) and estar (location, things which change).

25.30 J asks Ss to open workbooks, elicits answers from Ss on workbook exercise (p.25, activity 7). Explains difference between ser/estar listo.

32.00 J asks Ss to open textbooks to p. 85 (placement of adjectives), then changes mind and has them look at p.84 (review of ser/estar).

35.00: J explains the placement of adjectives, solicits Qs, then gives a bit more explanation.

38.20 J plays tape, telling Ss they might want ot take notes.

41.45 Tape segment ends.

42.00 J tells Ss to listen again, getting just the gist, the important general things, to skim.

46.07 Tape finishes again. J puts the letter up on the OHP, first asking what the first paragraph is about in general. Ss give answers in English. J asks about Tomas's relationship to Mario, the writer. Ss have trouble getting it.

EVALUATION

S1: Since I tend to ease into things, I couldn't do justice to Yves' obviously large amount of preparation.

S2: Drill from the worksheet was useful; we went so fast the first hour that review was necessary.

S3: My mind shut down after a while trying to understand the tape.

S4: We really like the authentic material.

S5: We need a next step after comprehending authentic material; if we just understand something, so what? Where does it go from there?

T3: It could be very important just to understand.

T4: You could set it up into a problem-solving activity afterwards.

In 3rd floor big library room (323), 6 (later 7) students are seated at movable desk-chairs in two rows of 3. Behind them are about 8 observers.OHP is in corner to teacher's right. Teacher talk is generally in Spanish; most instances of English use are noted. Teachers: Karen (K) and Austin (A); their first day. Gypsy Kings are playing in background.

0:00 K gives greetings. Asks Ss how they are. Gives 1-minute self-intro; then A does the same.

2.56 K asks Ss to open book to P. 88 to look at adjectives. Most Ss understand directions.

3.30 K asks Ss to create sentences based on sentence pattern written on blackboard: "¡Que _____ es _____!" As examples, she provides names, such as Tom Cruise, Roseanne Barr, Danny DeVito, and elicits adjectives from the group. Then Ss describe each other with same pattern.

7.20 K puts up OHP with a list in Spanish of what Ss should be able to do. I'm not sure of its function and it wasn't returned to.

8.30 S5 asks about the estaciones (seasons); K explains months and seasons.

9:20 K and A do roleplay to demonstrate sentence pattern "Me duele el/la _____" and words for body parts. K is doctor, A is patient; she asks him yes/no questions about pain in various parts of his body. Very animated yet clear. K breaks character to explain proverb near beginning.

15:00 K uses Ss to introduce words for beard and moustache.

15:40 K asks Ss to open books to p.95, and has ss repeat body part words after her, 2 times each.

19.01 K asks Ss to work in pairs, one doctor and one patient. K and A demonstrate with a short roleplay like the earlier one. Then Ss do it.

27.30 K stops activity, says that they will practice more tomorrow. Asks for questions; none. Announces next activity: listening to tape.

29.10 Asks Ss to listen for cognates on first listening, and plays tape.

34.00 Elicits cognates that Ss heard. When one says montaña, K mentions that it is also the name of a state, and elicits other state names from Spanish. S5 doesn't understand and offers inteligente. Later another student offers ¡qué bueno! as a cognate.

36.10 K distributes T-F worksheet in English about content of tape conversation. Some Ss think they are supposed to know answers already.

39.45 K answers 1 Q and then plays tape again.

41.00 K tries to play tape a third time, but can't find place. Eventually A suggests that the two of them do it live, which they do--much easier to undrstand than tape.

44.05 K asks Ss to read dialog in pairs, for pronunciation and meaning. K asks them to change partners, but they don't

53.40 A announces descanso.

1.07.47 A begins teaching, with a unit on reflexive actions. Puts multicolored OHP up, showing that only the part in blue for the example reflexive verbs is different from what Ss have already learned.

10.00 A shows pictures of people doing various reflexive actions.

12.10 A announces that he and K will demonstrate reflexive actions. They act out so as to demonstrate 3 forms: Yo me ducho, Karen se ducha, nosotros nos duchamos; same thing for 11 other reflexive verbs. K and A hammed it up and made it very amusing.

20.00 A asks Ss what he is doing, performing several actions.

21.38 A asks Ss to change usted to tu forms in their responses; does a few more items.

23.06 A puts a list of all the relexive actions used on the OHP

24.28 A announces pair practice activity. K and A demonstrate: one S1 simulates an action, S2 comments that she is doing it, S1 confirms that she is doing it.

26.00 Some paris begin, others still unclear.

34.15 A stops activity, distributes worksheet with clozed song lyrics. A plays the song one time, then goes over lyrics due to lack of time for the Ss to struggle through them themselves.

40.00 A explains HW. Class finished.

EVALUATION

S4 likes visual reinforcement of new material.
S5 likes having new words presented in a non-threatening manner.
S4 would have liked to see demonstration of reflexive actions again after words were presented visually.
1 Japanese S was curious about the role of cognates.

In 3rd floor big library room (323), 9 students are seated at movable desk-chairs in a half circle. Behind them are about 8 observers.OHP is in the middle of the circle Teacher talk is generally in Spanish; most instances of English use are noted. Teachers: Michael, Jim

0:00 M greets Ss; elicits 'Buenos dias, profesor.' M asks Ss to stand, put hands up, down, etc. Uses lots of vocab for body parts.

5:30 M modifies previous activity into a game of 'Simon says.' Some Ss (non-Americans) do not know game; M asks American S7 to explain to them (in English). Still some Ss get 'out' too quickly.

7:00 M starts game over again.

9.15 With 3 remaining Ss not showing any sign of losing, M asks if any of them would like to be Simon. No takers. Game ends with no winner.

10:10 M asks J Qs (mostly yes/no) about what he wants to do.

12.15 J tells Ss to think quickly of 2 things they want to do in Hawaii. J starts Qs, and then Ss in order 1-9 ask the next one what they want to do.

19.00 Ts discuss what to do next. The OHP screen is lowered. J then asks some more yes/no Qs about what Ss want to do in Hawaii.

22.00 M shows OHP containing structural information about the verb 'querer,' then explains in English. M has Ss then repeat yo and tu forms.

24.00 Ts discuss their next move again.

24.45 M sets up activity involving the planning of a free day in the city. M writes 'un dia en la ciudad' in the middle of the board. Ss suggest things you need to know in order to plan the trip, which M also writes on board. Some suggestions are dinero que tenemos, precios, gustso, duracion de las actividades, comida, clima, con quien, lugares.

30.01 J shows OHP of attraciones y precios de Barcelona. Has Ss repeat part of the liste that may give trouble. M asks J about Museo Picasso, and they interact for several turns. Probably intended as a model for the later S-S interaction, though purpose was not completely clear at the time. The J continues reviewing items, mostly in Spanish.

38.00 J asks Ss to find a partner, and take a couple of minutes to match attractions with prices. M and J model the interaction.

41.00 Chain drill: M asks S1 about the cost of entrance to a soccer game; S1 guesses; S2 (with the answer card), confirms the correct cost. Then S1 asks S2, with S3 confirming, etc. Drill seems to go slower than Ts expect, and with break time approaching, they stop in middle.

47.00 M reviews weather using flashcards: Ss see picture, say Hace _____, e.g. buen tiempo, etc, with about 10 items.

50.00 Break

1.01.10 M points to number cues on board (3 digits), Ss give it a feminine ending and add pesetas.

2.15 M and J model "he is close, we are close, far, etc. J asks Ss if Waikiki is close, and then how can we go there. J asks about various places, and how we should go, e.g. Waimea Bay (car), Star Market (bicycle).

8.10 J has Ss repeat "Vamos en _____" with various modes of transport, e.g tren, metro, taxi, autobus.

10.04 M puts up OHP containing useful vocabulary for making plans for a day in the city. Has Ss repeat caro, barato, lejos, cerca, and some phrases.

12.00 J asks how to go to Waimea Falls for extra practice.

13.00 Ss divided into 1s and 2s; 1s leave the room. 2s get instructions in English from J, and a handout with a list of things to do in Barcelona; they are the locals and they have to decide with a tourist (1) what they want to do for the day. The

locals have, besides the list, prices, times of day, duration, and a map showing location and distance. Adn the weather?? The tourists have the list of things to do and a budget (between 3-5 thousand pesetas), and a list of useful expressions.

17.00 1s come back in, but 2s are not ready yet (their role is more complicated).

21.05 2s finish with directions, 1s and 2s form pairs, they plan their day in Barcelona.

33.00 M stops pairs. Distributes a handout to facilitate filling in the essential things agreed upon, so that Ss can reconstruct their conversations the next day.

40.00 M tells Ss they have one minute more to work together.

41.00 Class ends; evaluation begins.

Evaluation

S1 liked day planning activity, found it practical.

S2 said that long preparation for activity was necessary and not too teacher-centered.

S3 said she didn't know cientos, use of querer.

S4 said her group didn't bother with querer, but used me gusta instead.

S5 suggested that everything had gone slowly because they had never previously used language productively.

In 3rd floor big library room (323), 9 students are seated at movable desk-chairs in a semi-circle. Behind them are about 8 observers. OHP is in the middle of the opening of the circle. Teacher talk is generally in Spanish; most instances of English use are noted. Teachers: Maxine and Carolina (Sharon). N.B. Today the time is given in clock time, because this transcription was made from the video.

8.08 M greets Ss and asks how they are. 1 S says she is tired.

8.08 M asks Ss if they understand today's objectives. She mentions a number of things, which it appears that Ss do not understand.

8.09 C explains system of "puntas mayas." Shows envelopes filled with pieces of fake currency which she calls puntas mayas, explains that they can be used to buy things after the class, and tells how Ss can obtain them. Ss don't seem to understand, and C then explains in English.

8.11 C distributes handout containing a number of Spanish proverbs, and explains one or two.

8.12 C distributes another handout, which she says should be done quickly. Ss must write info about themselves. C has M model the activity with her orally.

8.14 C asks if there are any Qs. One S comes in late.

8.14 M asks the date, seasons. M repeats S5's answer, has class repeat chorally, then asks S4 to repeat the date.

8.15 One more S comes in late. M asks S3 to repeat answer. Gives out fake mney for good answers.

8.16 Asks Ss about seasons.

8.17 M shows OHP of song lyrics with words missing (cloze). M and C sing the song, which features many numbers and names of months, and then elicit pieces of song to fill in the blanks on the OHP.

8.19 M asks S9 her birthday. Makes a joke.

8.20 M asks Ss about San Fermin (the patron saint of Pamplona, mentioned in the song). C explains more about San Fermin.

8.21 S6 asks a Q in Spanish about the running of the bulls.

8.22 Ss sing the song.

8.24 M speaks in English about some extra money that was found. C starts counting money in Spanish. Then M counts hers. One of them has the correct amount, the other doesn't.

8.26 M distributes money to Ss; they have to count to see if the amount is correct. (Purpose is counting using "____ cientos.") M and C go around the room to help Ss.)

8.31 M asks if everyone has got the right amount.

8.32 M gives instructions in English for shopping activity. Warns that this one will be more difficult than the last shopping activity because they need to go to different types of shops. Ss have a handout with useful vocabulary.

8.35 M asks if everyone has partners.

8.36 Ss start shopping (going around room to the various off-duty Spanish Ts who are moonlighting as shopkeepers). The activity gradually becomes very animated.

8.44 M and C try to announce that the store is closed.

8.45 M asks Ss to write down everything that they bought. C tells them that they will probably want to use gasté and compré. The activity seems to be difficult, with many Ss relying on textbook to search for the words they need.

8.51 C announces that she needs the HW before the break, and starts collecting it while Ss are working on the writing task.

8.52 C confirms that Ss know how to buy things with 'puntas mayas'; says that they can begin now.

8.53-9.05 Break

9.06 C hands back HW.

9.07 C distributes a new handout about a task in which 2 Ss interview 1 T for a Spanish Dept. publication. C goes over directions in Sp, and then again in Eng.

9.10 Ss pair up, find a T to interview; C tells them that they have 10 minutes to complete the interview.

9.20 C stops activities. Announces they have 10 minutes to write a description of a T bvased on the interview.

9.28 C announces that Ss have 2 more minutes for the activity, and adds in Eng that it doesn't matter how far they get.

9.32 C prepares Ss to watch a video about paella. C announces that due to lack of time, the first step in the activity, watching and brainstorming (vocabulary items?), will be skipped, and they will go right to the second step. C distributes a worksheet.

9.34 The video begins: scene is a restaurant in Spain.
9.35 The chef goes to buy ingredients in the market.
9.36 The chef introduces her assistant and give him instructions for cutting the vegetables.
9.37 The assistant cuts ingredients and puts them in a frying pan.
9.38 According to the chef's instructions, he addes seafood, rice, olives, and water.
9.39 He puts the whole thing into the oven.
9.40 He serves the paella to the customers in the dining room of the restaurant.
N.B. The video was designed so that the chef could describe the process of making paella by using command forms. This helped to make the the language both authentic and comprehensible, but had the side effect of making it unintentionally humorous, as they woman chef seemed to have total domination over the obsequious male assistant.

9.41 C asks about the list of ingredients on the worksheet. Ss have to say whether each ingredient was used or not.

9.43 C talks about things in paella (in Eng).

9.44 C directs Ss attention to the list of items, and gives Ss Qs, based on the video, whose anwers can be found among the items on the list.

9.47 Class ends.

Evaluation

C wants feedback on video activity.

S7 says that she focused on looking for words rather than listening.

MT (Master Teacher) commented that the video was not completely authentic, but good because it was comprehensible.

S2 asked about why 2 Ss interviewed 1 T.

MT commented that the course seems to be going well, with more recycling, less new material.

Appendix IV
Classroom Observations (Japanese)

Note for 7/1/91

Seating Arrangement:
Students sitting around a long round table; team-teaching teachers standing between the table and the blackboard.

Students:
12 students (9 females and 3 males)
Teachers:
2 NSs of Japanese (1 female and 1 male)

10:15
One of the students shared his experience in using Japanese at a restaurant over the weekend.
10:16
After greeting, the male teacher reviewed two sentence constructions which they covered last week. Teacher- fronted. Eliciting sentences by using English cues.
10:18
The same teacher introduced a new sentence patter (wh- question). The teacher used the question and students answered to the question.
It was always the teacher who used the question. He asked for the name of things in the classroom. Then, he asked for the name of the things in the flash cards. These names are written in katakanas. In this way, he was also reviewing katakanas which they learned last week.
Typical discourse pattern used here:

T:Question (wh)
Ss:Answer
T:Feedback

All the questions were display questions.
The teacher used a sentence construction that had not been used up to this point once. (Nan desyoo? instead of Nan desu ka?) None of the students seemed to have noticed this.

10:22
Started to prepare students for the upcoming small group task.

(1)
The male teacher reviewed numbers, first with the whole class and then individually. Turns were assigned by the teacher.

10:24
(2)
The same teacher introduced a counter, -doru.

10:26
(3)
Review of a few useful expressions to be used in the upcoming task. The typical discourse pattern:

T:Presents a function and ask for approapriate expression for carrying out the function.
Ss:Give the expression.
T:Model
Ss:Repeat the model
T:Ask students to repeat.
Ss:Repeat for the second time.

10:29
(4)
The same teacher did the task with students individually. Students were selected by the teacher.

S:Sumimasen. xxxx, onegaisimasu.
T:xxxx desu ne.
S:Hai, soo desu.

Since "ne" in the second line was something new to the students, it was written on the black board.

Whenever students got stuck, the teacher supplied partial answers and students were encouranged to complete their answers.

The teacher selected the students by pointing at them with his pointing finger.

10:32
(5)
The female teacher told the students to follow the pattern they had just practiced with the male teacher and to do a small group task. A handout, a menu, was distributed.

Questions as to the expressions used in the task were made by a few students, so the instructor reviewed these useful expressions for this task.

Then, the teacher divided the class into small groups of three.

While the students were working on the task, the two teachers walk around and monitored what the students were doing.

10:40
(6)
The small group activity was stopped. Then, students were asked to perform what they have just done in class. The order of performance
was determined by the instructor.

No grammatical and pronunciation corrections were made. Not even errors in the use of the target structure were corrected. Instead, postive encouragement was given at the end of each performance.

10:45
The same female teacher reviewed katakanas in a teacher-fronted format by using flash cards. The teacher asked students to read out the katakana on the cards. Students answered in chorus. Not all students participated. It seems that these non-participating students were not able to read them. One of the students were consistently referring to katakana table in the handout.

10:50
Teacher-fronted, katakana writing excercise
(1)
The same teacher introduced katakana writing rules. The students had been able to read them, but they had not written them. It was something new to the students. The teacher wrote katakana "ki" on the blackboard to show how the above rules were used in reality.
(2)

The teacher wrote a katakana on the blackboard. Then, the students write the same character in the air. Initially, not all students did this, but all of them started to do so after being encouraged verbally to do so by the teacher. The wrote from "a" to "ku."

11:00
A pop-quiz on katakana reading was given. Five minutes were given and the students were told that they did not have to finish all the items on it. While students worked on the quiz, the teachers walked around to monitor.

11:06
The quiz was stopped and a five-minute break was started.

11:16
After the break, the male teacher started what he called "pronunciation practice." It was actually a katakana reading practice, in which students were asked to read katakana words in the menu they used in the small group activity above and those on the flash cards.

11:21
The same teacher introduced who-question and asked students to identify people on the flash cards. This activity was done by the whole class as well as by teacher-selected students.

11:25
The same teacher introduced silent-fillers in Japanese. They are first modeled by the instructor and the class repeated after him first. Then, the teacher select individual students to pronounce it.

11:28
The female teacher gave directions to the students to have them create short dialogues by using expressions they had learned thus far. The teacher gave a general situation. Students were encouraged to write down the dialogue first. Then, 10 minutes were given and the students worked in pairs.

Before they started this activity, the teacher asked if they understood her directions.

Once again, these teachers walked around to monitor and answer questions from the students.

Note that there were about 10 Japanese teachers who were observing this class. These non-teaching Japanese teachers were allowed to help the students to creat dialogues by answering their question. Some of these non-teacher teachers even introduced new grammatical structures!

11:40
The male teacher started a new activity, singing a song in Japanese. He went over all the katakana words in the lyrics with the class.

Typical pattern of discourse:
T:Next letter? Kore wa nan desu ka?
Ss:Answer.
T: Model.
Ss.Repeat.
T:Translation of the words, line by line.

11:45
The teachers told the students to finish their dialogue, because they will do the dialogue together tomorrow.

7/2/91

Background Info:
Two different teachers; one is a native-speaker female teacher (T1) and the other is a non-native female teacher (T2).

Students (Ss) took exactly the same seats, probably because they are to rehearse dialogues of their creation (homework from yesterday) for their performance in class today.

Today's seating arrangement is the same as yesterday's.

T2 had already written all new words onthe blackboard by the beginning of today's class.

0:00 After greeting, T1 introduced herself and reviewed Ss' names.

0:01 Five relaxation exercises while reviewing couting numbers 1 through 8. These exercises were called "eye massaging" by T1. Two sets of numbers were reviewed. The first with the first three exercises and the second with the last two. Except for the first one in which numbers were counted only by T1, numbers were counted by both T1 and Ss.

Note that, whenever T1 said "thank you," she puts her hands together as in a prayer. 0:03 Performance of the dialogues created by Ss in class. First five minutes were used for Ss to practice on their dialogues. T2 and other non-teaching Japanese teachers walked around the classroom to monitor, while T1 had Ss draw a lot for the order of the dialogue presentation.

0:07 T1 showed a card saying "skit time" in katakana to Ss and the performance started. A total of 6 groups presented their dialogues involving lots of body language. They all stood in front of the class. Some had to refer back to their notebooks during the performance. After each performance, Ts and Ss put their hands, while T1 gave a short comment on the performance such as "good," "interesting," "sugoi," and so on either in Japanese or in English.
Lots of mistakes, lexical, phonological, semantic, and syntactic were observed during the performance, but none were corrected.

0:21 T2 tood the floor and explained some words used in the dialogues in English. These words are possibly those which not all Ss had known.

0:23 T2 reveiewed and explained a grammatical construction, "topic marker" + "wh-questions." "Nan" and "dare" were the wh-words. A S asked for the meaning of the latter, although it was the word introduced briefly yesterday. Explanations were made in English and examples were made and used by T2 by referring to Ss and things near her. T2 tended to address these example questions only to the Ss near herself.

0:32 A dialog was performed by two non-teacheing female Japanese teachers. The grammatical construction which had just been introduced was used. T2 explained in English the meanings of some words in the dialogue. These new words had been written on the blackboard. T2 did not referred to the board during the explanation, but T1 did so in the background by circling the words being explained at the moment.

0:34 A similar dialogue was presented by T1 and T2 twice. T2 explained the difference between "kyooshi" and "sensee." The former was explained to be used to refer to oneself as a teacher, while the latter to other teachers. They also introduced a concept of "politeness" and said that "sensee" instead of "kyooshi" is used to be polite to the others. This explanation, however, was made very quickly and only once. Judging from Ss' facial expressions, Ss appeared not to have comprehended this. T2 quickly switched to the explanation in English of the possessive particle,"no," which was also used in the above dialogue.

0:35 The particle is used in a phrase, "Supein-go no kyooshi/sensee." They practiced the particle in a sentence with the phrase. T2 asked Ss individually if each is a teacher of so-and-so language and Ss answered with "yes, I'm a teacher of so-and-so language." When one of the Ss omitted the possessive particle, T2 repeated the same sentence with the particle. The particle was stressed in the sentence.

0:36 A few Ss asked for the explanation on the difference between kyooshi and sensee. This confirms my observation that T2's explanation of this topic was not clear and comprehensible to the Ss. T2 explainein English that the speaker wants to be polite by being humble and this is why he/she uses kyooshi to refer to him/herself as a teacher. This explanation still appeared not to be clear enough to some of the Ss.

0:37 Though Ts did not say so, possibly in order to show the difference between the two words, Ts presented the above dialogue twice to the students and asked Ss to carry on the dialogue in pair. A few Ss asked Ts to tell them more about the dialogue and T1 wrote "___ no sensei" and "___ no kyooshi" on the blackboard and told the Ss to go ahead with the pair work. Not all Ss appeared sure about the difference and, in fact, a few pairs were observed to talk about the difference with each other in English. The Ts walked around the classroom for monitoring.

Note that questions are made only by a small number of particular Ss, despite the observation that other Ss appeared to have same questions.

T2 practiced the target construction with focus on the particle "no" and thecontrast between "kyooshi" and "sensee" with Ss individually.
(1) T2 asks S1 for S2's profession.
(2) S1 tells T2 S2's profession.
(3) T2 confirms S1's information with S2.
(4) S2 confirms it.

0:47 Break
During the break, some Ss were reviewing what they had just learned with each other, while Chinese teachers were talking about the similarity between Japanese and Chinese in terms of the word for teachers.

0:54 A brief explanation in English of the particle "no" was given. Its translation in English was also given on the blackboard.

0:55 The meanings of "dare" and "dare no" were introduced briefly and short dialogues were presented by T1, T2, and a non-teaching teacher. The dialogues contained "dare no."

0:58 T1 then collected personal belongings from Ss for the following task for practicing "NAME-san no desu ka" and put them in a bag, from which each S picked up one item. Ss were told by T2 to find the owners of the items they had. T2 then used one of the items in the bag and demonstrated the task with some Ss. When T2 asked if Ss understood what they were going to do, some Ss asked if they could walk around in the classroom for the task. T2's answer was affirmative. The task was carried out.

1:03 The reason why "NAME-san no desu ka" instead of "anata no desu ka" was explained in English. It was explained that the word "anata" was used to refer to someone very intimate like spouses and that the use of adressee's name is preferred to in this task, because their classmates are not their spouses.

1:05 Numbers from 11 to 30 were reviewed by T1. T1 used her fingers to elicit numbers from Ss. Ss counted together as a class. Then, T1 wrote several numbers on the board and Ss read them.

1:07 A pair work on an exercise on numbers in their textbook was carried out. Note that I used the word "textbook" to refer to the book Ss have. It is, however, a collection of handouts and not really a textbook.Thus, they actually do not follow any textbook and therefore Ss cannot prepare for the class. They maybe able to do so only when Ts asking some homework. Still they cannot prepare for the furtherfuture. Also, it may be difficult for Ss to see the overview of the course curriculum.

1:10 A handout with a blank bingo game sheet was distributed to pairs of Ss. T1 told Ss in English to fill out the sheet with numbers. Then the same T gave numbers. This is a number recognition exercise. After the second set of numbers were given, one pair got a bing and they were asked by T1 to read aloud their numbers to confirm their winning.

1:17 A katakana writing practice started. T1, with the body language, asked Ss to put away all their books and notebooks. Then, "hude" and sumi" were distributed to Ss, while their names were explained and written on the board. Ss then watched T1 demonstrate how to write katakanas with the hude. A stop, trailing, and hook at the end of each stroke in katakanas were thus demonstrated. Then, writing of katakanas from a to ko were carried

out. For each character, Ss saw T1's demonstration before they practiced writing it on their own. Some Ss had trouble with appropriately holding hude and non-teaching Japanese teachers helped them.

Note that this exercise was very motivating for the Ss, but it takes more time than other more ordinally exercise on katakana writing on notebooks or in the air and thus is not practical. This also requirs hudes and sumi, which may not be readily available in some parts of the U.S. In this exercise, the stop/trailing/hook at the end of each stroke in katakanas were emphasized, but it is doubtful if such emphasis is important except for hooks. This made me think of the importance of the consideration of the relationship between the nature of tasks and the balance between motivation and practicality of tasks in task selection.

Pacing of the class and its relationship with curriculum needs and learners' comprehension and previous knowledge of the target language.

BACKGROUND INFORMATION

13 students (10 female Ss and 3 male Ss) sitting to a long round table.

Two female native-speaking teachers (T1 and T2) standing between the Ss' table and the blackboard.

0:00 After a brief greeting, in order to test the understanding of the grammatical pattern which was introduced yesterday, a test was given in the following manner.

First, T1 gave Ss directions in English about what to do in the test, which takes a pairwork format using two sets of flashcards. Explanation on how the tests were scored by non-teaching Japanese teachers was also given orally in English.

0:05 Then, five minutes were given and Ss worked on the pair work with their partner as a preparation for the test. At 0:08, T1 asked Ss if they were done with the preparation, but they were not and 2 more minutes were given. Teachers walked around to monitor Ss' performance.

0:10 The preparation for the test was stopped. Using OHP, T1 explained how
their performance would be scored in the test. Examples were used by using a pair of Ss.

0:12 The test was started. Some scoring teachers do not give any feedback to Ss' responses in the test, while others did. This inconsistency might be due to insufficient directions given to the non-teaching teachers.

'The above incident once again points out the importance of clarity of directions. What makes them clear and understandable?

Ss' performance was scored for their appropriateness, structure, and meaning and not for speed and pronunciation.

0:21 While a few pairs were stil not able to finish the test, T1 told the other Ss to finish a handout from yesterday.

0:24 A pair had not finished the test yet, T1 gave the rest of the students an extra credict activity. While T1 was explaining its procedures, however, the pair finished the test and they did not do this activity. Once again, the directions to this activity were unclear and some of the Ss asked T1 for clarification.

0:26 T1 started to review yesterday's target structure by using flashcards. In the first activity, T1 selected a pair of students and asked one of them to ask his/ her partner if he/she plays the sport depicted on the flashcard T1 has. Typical discourse pattern for this task looks like this:

T1: (name1)-san. [showing a flashcard with a picture of a sport] (name2)- san ni kiite kudasai, if s/he plays this sport.
S1: Question.
T1: Repeat the question once for S1 and the second time to S2.
S2: Answer the question with negative or positive answer.

Although Ss were not told to do so by T1, they all answered with full sentences, which sometimes sounded not natural, not necessary, or "just too much" to the native ears. This is interesting, if one considers the Ts are supposed to have the communicative teaching orientation.

No correction was made except for T1's repetition, with correct forms/words and/or with suppliance of omitted words, of Ss responses with errors or omissions.

0:31 T1 then divided the class into three small groups of 3 or 4 and had Ss work on a more realistic one-say information getting task for the same target construction from yesterday by using a handout (which was distributed yesterday). Before Ss started to work on the task, its around the classroom to monitor Ss' performance. T walked around the classroom to monitor Ss.

0:45 The task was completed. After T1 told Ss what they were going to do after the break, the 10 minute break started.

Break

0:55 A representative from each group from the previous task reported to T1 the information s/he gathered in the task. T1 recorded it on a OHP
transparency.

1:02 A S asked for the meaning of a word they had not learned but which they had to use in the above reporting. An English translation was given by T1.

1:07 T2 took the floor. Another S asked for the furhter clarification on the difference between "suki" and "sukii" which was briefly introduced in the above reporting session. Explanation was given in English by T2.

T2's voice is soft and small in volume in comparison to T1. It seemed (at least to me) to be quite a contrast.

1:09 T2 reviewed the three ways of finishing a stroke when writing katakanas by asking Ss what they were. T2 then demonstrated the difference between them by writing katakana "o" on the board. Explanation was given in English.

I found the emphasis on the three ways of finishing a stroke unusual and not practical. They are important for writing katakanas in hude/brush, but not so for pen/pencil writing.

1:11 As T2 wrote katakanas "ta" through "ni" on the board, Ss practiced writing them on their work sheets. T1 sporadically monitored Ss' performance.

1:15 Using a new handout, they worked on a katakana dictation. T2 asked non-teaching Japanese teachers to monitor Ss' stroke orders.

The dictation involved a few test items, successful responses to which require knowledge on some special katakana writing rules which had not been taught explicitly or with emphasis. This became obvious by a qustion from a S. These rules were then given by T2. Most of the Ss, however, appeared not to have mastered them.

1:26 Then, they worked on a teacher-fronted katakana recognition activity using flashcards. First, flashcards were distributed to Ss and a pair of Ss were asked to take 5 to 6 of them. Directions to do this were given in English, but once again they were not clear and it took T2 some time to make her understood.

1:28 Then, T2 asked the Ss to just keep the cards with katakanas which can take the extra circles and dots. By just further asking them how many they were left with, T2 reviewed numbers in Japanese. T2 then redistributed these cards so that each pair of Ss have 2 or 3 cards with them.

1:31 Then, T2 started the katakana recognition activity. T2 reads out a katakana and the pair of Ss with the card with the same katakana on were told to stand up and show it to the class.

1:39 Another katakana recognition activity was given by T2. An activity sheet in the packet was used. T1 and non-teaching Ts monitored Ss' performance only sporadically.

1:43 T2 corrected the answers with the whole class.

1:44 Homework for tomorrow was assgined.

Classroom Observation for 7/11/91

BACKGROUND:
Two female teachers (T1=N-S; T2=N-N-S)
12 Ss (9 females; 3 males)

0:00 After a brief greeting, using flash cards, T1 reviewed the words and the target structures from yesterday. T1 asked questions and individual Ss responded to them. The T repeated Ss' responses. Whenever grammatical errors were produced, T1 just repeated Ss' responses with correction. Slight stress is given to the corrected part of the sentences.

• Although the T did not given any models or examples, Ss spontaneously produced responses in the full sentences with optional phrases, which can sound unnatural.

• The conflict between grammar items and vocabulary that are controlled for grading teaching materials and naturalness of teaching materials. For instance, the Ss as well as the T used a correct but unnatural particle in the target structure during the controlled activities, but the T often, probably unconsciously, used a more natural particle in the same structure in her spontaneous speech.

• T1's S-selection appeared to be arbitrary at times and certain Ss were selected more often than others.

• It may be due to the reality that these Ss speak different L1s, but Ts had not took advantage of their L1 linguistic knowledge.

0:09 T1 asked if there is any question on the word order of the target structure above. One S asked if adverbs and objects can be changed and an explanation was given in English.

0:11 A S asked if it is necessary to always include the subject in the target structure. T1 explained that it was not necessary but that it was included to express a contrast.

0:12 Another S asked if it was OK to respond only with the verb in their responses tin the activity above. T1 answered affirmatively to this question.

• Thus, Ss have come to want to know if it was always necessary to respond in the full form. I wonder if this was due to our question which was given yesterday.

0:13 A two-way information seeking task was given for the practice of the target structure which had just been reviewed. After T1 gave a brief instruction, Ss walked around the classroom to get

information about their interlocutors. T1 and T2 walked around to monitor Ss.

• Insufficient amount of direction was given and Ss asked for its clarification.

0:21 Ss reported to the class the information they gathered in the above task. T1 repeated Ss' responses with positive remarks.

0:30 A dialogue was performed by T1 and T2 just once. Then, T2 asked Ss if they heard anything familiar and introduced past forms, affirmative and negative, of verbs, while writing the past form endings on the board. Then, T2 asked Ss for the past forms of the verbs T2 gave in English.

• Since the introduction of the past forms went so fast, some Ss talked to each other to figure out the past form endings written on the board.

0:34 Time words were introduced by putting a card with the time words on the board. T2 first gave example sentences with the time words. then, the T asked for the meaning of the words in English, which Ss can guess from the dates written to the words on the card.

0:37 T2 asked questions with the time words to the non-teaching Ts.

0:39 T2 asked Ss what the non-teaching Ts did or did not.

0:40 One S mentioned a phonological similarity between "ashita" and "mashita"which they had just learned.

0:42 T2 had Ss to translate English sentences she provided into Japanese.

0:44 T2 told Ss to ask their classmates what they did yesterday. While Ss workedon this task, Ts walked around the classroom to monitor the Ss.

0:47 T2 asked individual Ss to report what their classmates did. Since T2 had nottold Ss that she will ask Ss to do so before the above task, most of the Ss forgotwhat they found out about their classmates in the task. Therefore, Ss repeated the task in class when they were asked by T2 to report.

- Another evidence of lack of sufficient directions.

0:51 A short funny dialogue using the target forms and words was performed once by T1, T2, and one non-teaching T.

0:52 Beginning of a break.

1:03 End of the break.
T1 and T2 demonstrated how to play "jan-ken-pon." Then T1 told Ss to practice "jan-ken-pon" with their classmates.

1:07 Katakana writing game using the "jan-ken-pon" was played after T1 gave instructions in English as to how to play the game. The class was divided into two groups, which competed in the game.

1:17 T2 asked Ss to write about what they did today and tomorrow and to combine sentences with the conjunctions which were introduced yesterday. Ts walked around the classroom to minitor Ss, while they worked on the sentences.

1:24 Ss presented their writings to the class.

1:28 Assignment for tomorrow was given.

1:29 Names of the animals which had been written on the board were introduced as a preparation for the next task. In the task, Ss had to find out what animals they were. Ts had put the animal names on Ss' back. Ss reported what they were to the class.

In the feedback session: Some Ss felt that the teaching style of this Japanese class had shifted from last week's communicative or proficiency-based teaching to a moretraditional structure-oriented one and that they prefered the former. Some other Ss, on the other hand, expressed their preference to this week's structure-oriented classes because they liked to learn L2s this way. This observer, in the mean time, did not see that much of a shift in teaching style.

• You can observe here an interesting relationship between teaching-styles and Ss' learning styles.

Classroom Observation for 7/11/91

BACKGROUND:
Two female teachers (T1=N-S; T2=N-N-S)
12 Ss (9 females; 3 males)

0:00 After a brief greeting, using flash cards, T1 reviewed the words and the target structures from yesterday. T1 asked questions and individual Ss responded to them. The T repeated Ss' responses. Whenever grammatical errors were produced, T1 just repeated Ss' responses with correction. Slight stress is given to the corrected part of the sentences.

• Although the T did not given any models or examples, Ss spontaneously produced responses in the full sentences with optional phrases, which can sound unnatural.

• The conflict between grammar items and vocabulary that are controlled for grading teaching materials and naturalness of teaching materials. For instance, the Ss as well as the T used a correct but unnatural particle in the target structure during the controlled activities, but the T often, probably unconsciously, used a more natural particle in the same structure in her spontaneous speech.

• T1's S-selection appeared to be arbitrary at times and certain Ss were selected more often than others.

• It may be due to the reality that these Ss speak different L1s, but Ts had not took advantage of their L1 linguistic knowledge.

0:09 T1 asked if there is any question on the word order of the target structure above. One S asked if adverbs and objects can be changed and an explanation was given in English.

0:11 A S asked if it is necessary to always include the subject in the target structure. T1 explained that it was not necessary but that it was included to express a contrast.

0:12 Another S asked if it was OK to respond only with the verb in their responses tin the activity above. T1 answered affirmatively to this question.

• Thus, Ss have come to want to know if it was always necessary to respond in the full form. I wonder if this was due to our question which was given yesterday.

0:13 A two-way information seeking task was given for the practice of the target structure which had just been reviewed. After T1 gave a brief instruction, Ss walked around the classroom to get information about their interlocutors. T1 and T2 walked around to monitor Ss.

• Insufficient amount of direction was given and Ss asked for its clarification.

0:21 Ss reported to the class the information they gathered in the above task. T1 repeated Ss' responses with positive remarks.

0:30 A dialogue was performed by T1 and T2 just once. Then, T2 asked Ss if they heard anything familiar and introduced past forms, affirmative and negative, of verbs, while writing the past form endings on the board. Then, T2 asked Ss for the past forms of the verbs T2 gave in English.

• Since the introduction of the past forms went so fast, some Ss talked to each other to figure out the past form endings written on the board.

0:34 Time words were introduced by putting a card with the time words on the board. T2 first gave example sentences with the time words. then, the T asked for the meaning of the words in English, which Ss can guess from the dates written to the words on the card.

0:37 T2 asked questions with the time words to the non-teaching Ts.

0:39 T2 asked Ss what the non-teaching Ts did or did not.

0:40 One S mentioned a phonological similarity between "ashita" and "mashita" which they had just learned.

0:42 T2 had Ss to translate English sentences she provided into Japanese.

0:44 T2 told Ss to ask their classmates what they did yesterday. While Ss workedon this task, Ts walked around the classroom to monitor the Ss.

0:47 T2 asked individual Ss to report what their classmates did. Since T2 had not told Ss that she will ask Ss to do so before the above task, most of the Ss forgot what they found out about their classmates in the task. Therefore, Ss repeated the task in class when they were asked by T2 to report.

- Another evidence of lack of sufficient directions.

0:51 A short funny dialogue using the target forms and words was performed once by T1, T2, and one non-teaching T.

0:52 Beginning of a break.

1:03 End of the break.
T1 and T2 demonstrated how to play "jan-ken-pon." Then T1 told Ss to practice "jan-ken-pon" with their classmates.

1:07 Katakana writing game using the "jan-ken-pon" was played after T1 gave instructions in English as to how to play the game. The class was divided into two groups, which competed in the game.

1:17 T2 asked Ss to write about what they did today and tomorrow and to combine sentences with the conjunctions which were introduced yesterday. Ts walked around the classroom to minitor Ss, while they worked on the sentences.

1:24 Ss presented their writings to the class.

1:28 Assignment for tomorrow was given.

1:29 Names of the animals which had been written on the board were introduced as a preparation for the next task. In the task, Ss had to find out what animals they were. Ts had put the animal names on Ss' back. Ss reported what they were to the class.

In the feedback session:
Some Ss felt that the teaching style of this Japanese class had shifted from last week's communicative/proficiency-based teaching to a moretraditional structure-oriented one and that they prefered the former. Some other Ss, on the other hand, expressed their preference to this week's structure-oriented classes because they liked to learn L2s this way. This observer, in the mean time, did not see that much of a shift in teaching style.

• You can observe here an interesting relationship between teaching-styles and Ss' learning styles.

Classroom Observation for 7/15/91

BACKGROUND INFORMATION

3 teachers [2 NS female teachers (T1 and T2) and 1 NNS male teacher (T3)] 13 students [10 female Ss and 3 male Ss]

0:00 After a greeting, non-teaching teachers presented a short dialogue with words and phrases that had been introduced thus far. T1, first, went over the words and phrases in the dialogue by having Ss translate English words she orally presented into Japanese. Then, T1 elicited the gist of the dialogue in English from students. T1 writes key words on the blackboard.

• T1 uses lots of classroom Japanese, but most of them are accompanied by English translations.

0:14 T1 told Ss to summarize the dialogue in two Japanese sentences by using the English cue words written on the board. While Ss worked in pairs, T1 walked around to monitor Ss.

0:20 A S volunteered to present her work to the class. T1 wrote all the words on the board. When T1 finished writing the first part of the S's sentence, Ss asked T1 about the word order in Japanese. T1

elicited Ss' opinions about it without giving any judgments. Then, after all Ss' opinions were presented, T1 presented a rule in English.

0:29 The second part of the sentence from the above pair work was presented by a S. Althought it contained an error, T1 wrote it on the board without correction. Then other Ss corrected the sentence on the board. T1 wrote all their suggestions on the board once again without judgment. Since all the suggestions were correct, T1 went on to the next activity without any explicit summary or conclusion remarks.

0:34 T1 directed in English Ss to create a dialogue by using words and structures they had learned thus far. Then, before Ss started to work on this task in pairs, T1 mentioned the upcoming oral quiz and explained how it would be given in English.

0:38 Dialogue creation activity was started. T1 as well as other non-teaching Ts walked around to monitor the Ss.

0:45 T1 stopped the activity and asked them if they needed to know any Japanese words/phrases/sentences that they had not learned yet but that they wanted to use in their dialogue. A few Ss asked for help and T1 gave Japanese equivalents to them.

0:51 Break started.

1:00 T2 and T3 introduced the names of languages and countries in the world by using greeting phrases in several languages, which had been written on the board.

1:04 The same Ts presented a dialogue to introduce a new target structure. The new structure was then written on the board. T3 then used the quesion form of the structure and asked questions to the class.

1:09 T3 asked the meaning of a part of the structure. Since Ss did not responded, T3 presented example sentences, until one of the Ss gave its meaning.

1:10 T2 explained the target structure in detail in English.

1:11 T2 modeled example sentences for the strucure and the Ss repeated after her.

1:15 A hand-written (!) handout was given to Ss for the next activity, in which Ss attempted to figure out the functions of parts of sentences. Note that these sentences do not contain the structure that had just been introduced above at all!!! Throughout the activity, metalanguage was often used.

A S asked a question about particles used in the handout and it was answered by T2 and T3.

Most of the Ss looked confused as the purpose of doing this exercise.

In fact, then, a S asked for the purpose of this activity. T3 explained it in English.

1:31 T3 asked individual Ss questions which contained the particles that had just been reviewed in the above activity. T2 pointed out all the errors in Ss' responeses which were related to particles.

1:35 Another handout with time expressions on was given. Numbers in Japanese were first reviewed with focus on the ones with irregular forms.

1:36 T3 wrote the time in numerals on the board and asked the class to read it out.

1:38 The same T asked two Ss questions which contained time expressions.

1:40 T2 and T3 tried to start a new pair activity by using another handout, but, since they were running out of time, T3 returned homework.

1:42 T2 briefly reviewed the new target structure which was introduced today.

1:43 Homework for tomorrow was assigned. Also, explanations on tomorrow's katakana quiz were given in English. Ss asked more about the quiz.

1:47 T2 again told Ss what the homework for tomorrow was.

1:48 T3 collected home from the last class.

Classroom Observation for 7/16/91

BACKGROUND INFORMATION

3 Ts [T1 (NS female), T2 (NS male), T3 (NNS female)]
12 Ss [3 males, 9 females]

Horseshoe-shaped seating arrangement, used for the first time in my observation Nothing has been written on the blackboard, again for the first time. Three teachers, again for the first time.

OBSERVATION

0:00 A handout summarizing the teaching materials that had been presented so far was distributed. T1 asked Ss if there is any thing not covered in it and Ss provided the missing items.

0:04 A handout for a fill-in-the-blank type exercise for practicing using particles and for reading for gists was given. While Ss worked on the sheet, T1 as well as other non-teaching (NT) Ts monitored Ss.

0:11 T1 and the class corrected the answers. Ss provided the answers. Whenever there was a discrepancy amongst the Ss, T1 wrote them on the board without any judgment as to their correctness. T1 discussed these possible answers with Ss and selected a correct one with explanation in English. T1, however, appeared to attempt to sound as if she was not giving any final answers, by letting Ss think about the various possible answers for themselves and not judging Ss' various responses right away.

0:19 Ss were told by T1 to practice the dialogue they created in yesterday's class with their partners. T1 monitored Ss, while Ss practiced in pairs.

0:24 One pair of Ss volunteered to perform their dialogue in class. They, however, did not stand up to do so. [They stood up for this last time.] AFter their performance, T1 asked if other Ss noticed anything, esp., unfamiliar words and phrases. T1, then, correced a few major errors in the performance. These errors were related to the appropriateness and pronunciation of the phrases and sentences, rather than to their grammaticality.

0:28 T2 corrected the homework on katakana reading and writing with the class. The T first elicted answers for the reading part of the execise from Ss. The teacher read out the anwer and Ss repeated after him.

0:34 Before the class started to correct the katakana writing part of the homework, a S asked T2 for an explanation on the plural forms in Japanese. T2 explained in English.

0:36 The went on the the katakana writing section of the homework, for which T2 assinged Ss to write their answers on the blackboard.

0:39 T2 corrected the answers on the board. After each correction, the T read out the word and Ss repeated after him.

• Teacher talk in the controlled speech vs. natural speech when not controlled.

0:43 Ss asked T2 a question about the irregular katakana rules. The explanation was given in English by the T.

0:44 T3 distributed a take home katakana quiz based on the above homework. This quiz was supposed to be an in-class quiz.

0:45 Break

0:55 T3 lead a TPR-type exercise for time expressions. First, the T gave a time, and the Ss performed it. Feedback was given by T2's performing the task himself. Then, T3 performed the task and asked Ss what time it was. After Ss read out the time.

1:04 By using a diagram on the board, T2 explained in English the Japanese words for "am," "pm," "noon," and "midnight." T2 read out each word and Ss repeated after him. When all these were introduced, the T gave time expressions in English, which were translated into Japanese by Ss.

1:07 T3 distributed another handout for a two-way information seeking task,in which Ss practice using the structures that they had learned thus far and the time expressions. Before Ss started the task,

T3 gave directions in English. Then, T2 and T3 did the task themselves as an example.

1:12 Ss started to work on the task in pairs. While T3 and NT Ts monitored Ss, T2 wrote new and/or useful expressions/words for this task on the board.

1:20 After the task was stopped, T3 asked Ss what information they got from their partner in the task. Note that, when a S answered this with sentences with missing particles and in the short forms, T3 told the Ss to answer in the full form.

1:23 T3 talked about socialization in Japan in English, esp. about karaoke bars. By using menus and real foods and drinks, Ss performed custormers in a karaoke bar, while Ts performed waiters taking.

1:32 T2 read the menu written in katakana with Ss.

1:34 Ss and Ts sang two songs to the tape, one in Japanese and the other in English. For the former, the words were provided.

1:42 T2 returned the corrected homework from yesterday.

Classroom Observation for 7/22/91

BACKGROUND
3 Ts (T1=NNS Female, T2 and T3=NS Female)
12 Ss (9 Females and 3 Males) sitting in a horse-shoe seating arrangement The class started late by 10 min.

0:00 After a brief greeting, T1 reviewed a handout from last week. It was used as a reading exercise on shopping, and the dialogue in the handout was examined line by line. The typical pattern to do so was: T: asked for the meaning of each line. Ss:provided the meaning T:explained the line in English

0:05 Ss asked questions about some words/phrases in the line in question.

0:13 T1 briefly talked about sales tax in Japan in English in conjunction with a line in the handout. Then, she went back to the handout.

0:16 When T1 finished covering all the lines in the handout, T1 asked Ss if they still had any questions and a S asked a question about a word in the handout.

0:17 T1 then instracted Ss to practice the dialogue in the handout in pairs. T1 mentioned that Ss could change its content a little. While Ss practiced in pairs, T1, T2, and T3 monitored the Ss.

0:23 The practice was stopped. Then, a S asked Ts to perform the same dialogue themselves. T1, a NNS of Japanese, asked T2 and T3, NS teachers, to performed the dialogue. During the performance, a student sitting near this observer, talked to his neighbor in a small voice that the performing Ts were speaking too fast.

0:25 T1 then seeked volunteers to perform the dialogue in class, but none did so. T1 then assigned parts of dialogue to pairs of Ss and the dialogue was performed by a series of pairs of Ss.

0:28 T1 asked T2 and T3 if they had noticed any troublesome words during Ss' performance. Ts talked about these words and some of them were modeled. But Ss were not given a chance to practice saying these words.

0:32 The three Ts perfomed a new dialogue.

0:34 T2 briefly introduced "kore" and "sore," today's target words. Then, she handed out envelops containing cards with katakana words on to Ss for the nest task.

0:35 Without continuing directly on to the task, T and Ss practiced using sentences with the target words by using props. Thus, the words were used in a context.

0:36 T2 gave English directions about the 2-way information-gap task to be done. The cards in the envoleps which had been distributed to the Ss were used in this task.

0:39 Since a S expressed that she still did not understand what she was supposed to do with respect to the task, T2 demonstrated the task and the task was started.

0:41 Task was completed. T2 asked Ss who they talked to in the task in Japanese.

0:43 T2 did the same task with Ss in class. It was always T2 who asked the question, and Ss were always the respondents to the questions.

0:44 T2 then selected two Ss and had them perform the task in class.

0:46 Break.

0:57 T3 reviewed numbers from 10 to 90. Then, new numbers, 100-900, were introduced. They had been written on the board during the break. T3 told Ss to listen carefully to her and to pay close attention to the endings. After the T modeled the numbers twice, she asked Ss if they noticed anything.T2 wrote what Ss said on the board. The T then summarized what they had discussed in English.

1:02 For each number, T2 modeled and Ss repeated after her. It was repeated twice. Then, T2 pointed to numbers on the board and Ss read them in Japanese.

1:03 Then T3 wrote numbers on the board, which were read in Japanese by Ss.

1:05 T3 distributed a hand for the upcoming 2-way information gap task in pairs.

1:07 T3 read katakana names in the handout with Ss.

1:12 T3 then gave English directions about the task. Useful phrases and words which Ss might need for the task were also given. The T assigned the pairs and the task was started. The three Ts monitored Ss during the task.

1:25 The task was completed. Now, T3 had secret items in bags in front of her. Ss selected by the T asked T3 for one by using today's target words and sentences. The secret items were found to be cultural items from Japan. These were briefly explained in English by Ts.

1:38 After the homework for tomorrow was given, the class ended.

Classroom Observation for 7/24/91

BACKGROUND INFO
2 Ts (T1=NNS Female; T2=NS Female)
10 Ss (7 Female and 3 Male Ss) sitting in a horse-shoe seating arrangement

0:00 After a brief greeting, T1 distributed a handout for a 2-way information-gap pair task in which Ss collected personal info about their partners. The handout included sample questions that could be used in the task. Directions on the task was given in English by T1. In the middle of the task, Ss were encouraged by T1 to write the gathered info in Japanese as much as possible. Observation of each pair revealed that Ss were often helping each other with difficult words and phrases by talking about them in English. While Ss worked on this task, T1 and T2 monitored Ss. T2 also wrote down new words and phrases which could be used in the task on the black board.

• During the last couple of observations, it was noticed that some Ss spontaneously uses Japanese. For instance, they ask quesitons in Japanese.

0:20 T2 introduced the names of the months of the year while Ss were still working on the task. They were obviously needed in the task.

0:27 T2 collected the handouts for the task from Ss, whether they were finished or not. T2, then, distributed another handout and gave an English explanation about the next one-way information-gap task, in which Ss asked T2 for infomation by asking her questions. Ss self-selected their turns. No grammatical corrections were made, although there were some serious grammatical errors in Ss' production.

0:47 T2 distributed a set of 6 cards with numbers on to each pair of Ss for a pair practice on reading 4-, 5-, and 6-digit numbers in Japanese. T1 and T2 monitored Ss while Ss worked on this activity on their own.

0:55 Break

1:10 The class was divided into two small group for the next language game activity, in which the two groups competed. (Note that all Chinese Ss left the class for the day during the break to attend their meeting.) A handout with words which were useful for this game were distributed and directions on this game were given in English. In this game, the small groups compete for the information that T2 has. This game is a one-way information gap task, in which they practiced numbers, counters, and some adjectives.

1:28 English directions were given by T1 on the next role-play activity, in which Ss were customers and the non-teaching Ts were sellers. Ss were to buy as many items as possible within their credit limit. This is an activity for practicing large numbers in Japanese.

1:42 The role-play ended. T1 then wrote down the things Ss bought in the above role play on the blackboard. T1 asked what they bought and how much they spend, and Ss responded in Japanese.

1:48 End of the class

Appendix V
Classroom Observations (Indonesian)
(Observation 1, July 3, 1991)

TEACHER:ML

10:15 Role play performed by two teachers.
They were demonstrating the use of the expression berapa lama 'how long' as related to other activities common in travel.

Then the teacher asked individual students varied questions using berapa lama ...? and explained the meaning:

T : Mbak Ayu, mau berapa lama di Indonesia?
'Mbak Ayu, how long do you want to be in Indonesia?

The teacher now led the class to practice the use of berapa lama combined with other relevant questions.

10:25 The teacher distributed cards bearing questions, including one using berapa lama, and asked the students to work in pairs. After about 5 minutes, they got back to the whole group. Members of the class practiced asking each other using the questions written on the card.

10:40 The students were given ads describing various kinds of travel: the itineraries, modes of transportation, prices of tickets, and the like. Then they were given 10 minutes outside the classroom to find out where a friend was planning to go and ask other necessary information concerning his/her travel.

10:50 Back to class.
Each student was asked to give a brief report about what s/he had found out about his/her friend's planned travel.

BREAK

TEACHER: ER

11:00 The teacher reviewed time divisions of the day using a simple picture of the clock drawn on the board: pagi 'morning,' siang 'noon,' sore 'afternoon,' and malam 'night.'

Related to these time divisions were everyday meals: makan pagi 'breakfast,' makan siang 'lunch,' and makan malam 'dinner.'

The teacher reviewed the use of expressions sudah 'already' vs. belum 'not yet.'

11:25 The two teachers performed a role play demonstrating the use of sudah and belum in conjunction with the meals and time divisions of the day.

New lexical items: lapar 'hungry,' mandi 'take a bath,' sisir rambut 'comb (one's) hair,' ngantuk 'sleepy.' These new words were introduced through demonstration and/or putting them in context.

11:35 Each student was given a card bearing 4 questions, all using the expressions sudah ...atau 'or' belum? Then the students were asked to work in pairs practicing these questions.

11:45 Back to the whole class activity. The teacher asked individual students these questions as reinforcement of what they had done in pairs.

11:50 The teacher asked the students to do the following home assignments:
- Read dialogue 2 and the reading text.
- Keep on writing your journal in simple Indonesian.

11:55

Suggestions and Critiques Session
- You give little variety. Just dialogues and dialogues.
- We need to know more about Indonesia--the geography, dialects, for instance.

- Please use visual aids and pictures, especially in introducing new vocabulary .
- Use some English in your explanation.
- It's too much for you to introduce more than one component at one time.
- Sometimes you're going too fast. It seems nobody understands anything.

- Your presentation is in good context. It's fun.
- No rote memory. Good point.
- Your positive assumption (you believe we can do it) helps.
- You've been working very hard. I appreciate it.

INDONESIAN CLASS:
A NARRATIVE ACCOUNT OF CLASSROOM ACTIVITIES
(Observation 2, July 8, 1991)

TEACHER: BS

10:35 The teacher set up the class by introducing a new student/member, Pak Norm. Every student was asked to introduce himself/herself to Pak Norm using the expression Nama saya ... 'My name is ...'

10:38 The teacher reviewed the previous lesson by asking the students questions such as:

Mas Jim / Mbak Meg, kemarin pergi ke mana?
'Jim / Meg, where did you go yesterday?'
Ke mana lagi?
'Where else?'
Pergi sama siapa?
'Who did you go with?'

The conversation started with these questions freely developed so that more questions evolved such as:

S : Sama teman.
'With a friend/friends.'
T : Berapa teman?
'How many friends?'
S : Tiga teman.
'Three friends.'
T : Senang di ... ?
'Did you enjoy your trip to ... ?'
S : Senang sekali.
'I liked it very much.'

Every student in the class got the chance to practice. The pace of the conversation was made slow enough so that everyone was able to answer these questions. When a question was not readily understood by a student, the teacher repeated this question twice or three times--a kind of feedback for a student's confusion or error.

10:55 Introducing a new topic: giving directions

The teacher introduced new expressions in context or through demonstration:

Mana jalan ke ... ?
'Which is the way to ...?
Mana jalan ke Star market?
Mana jalan ke Waimea?
di sebelah kanan / kiri ...
'at the right / left side of ... '
Saya berdiri di sebelah kanan Mas Jim.
'I'm standing at the right side of Jim.'
Saya duduk di sebelah kiri Mbak Yvone.'
'I'm sitting at the left side of Yvone.'

11:02 The teacher led the students to practice using di sebelah kanan / kiri ...

T : Di mana Mbak Meg?
'Where is Meg?'
S : Di sebelah kanan Mas Rich, di sebelah kiri Yvone.
'At the right side of Rich, at the left side of Yvone.'

Through demonstration: the teacher played a guessing game by putting a coin in either of his hands, then asked a question:

T : Di mana uang?
'Where is the money?'
S : Di sebelah kanan / kiri.
'In the right / left hand.'

Vocabulary: tangan 'hand.'

11:10 More exercise in using the new expressions:

T : Dave duduk di sebelah siapa?
'Dave is sitting at whose sides?'
S : Di sebelah kanan Pak Norm, di sebelah kiri Jim.
'At the right side of Norm, at the left side of Jim.'

11:12 A map of a part of an Indonesian town (depicting streets with various buildings on either side: a post office, a book shop, a hotel, a mosque, a church, etc.) was shown by an OHP.

T : Di mana Hotel A. Yani?
'Where is Hotel A. Yani?'
S : Di jalan Diponegoro.

'On Diponegoro Street.'

New vocabulary: belok ke kanan / kiri 'turn to the right / left,' terus saja 'go straight,' jalan (1) 'walk' (2) 'street,' sampai 'up to,' lalu 'then,' toko buku 'bookstore,' kantor pos 'post office,' mesjid 'mosque,' gereja 'church,' apotik 'drugstore,' bioskop 'cinema.'

11:28 BREAK

11:44 More new vocabulary: lewat 'going down (the street),' sesudah itu 'after that,' perempatan 'intersection,' pertigaan 'three-way intersection,' kemudian 'then.'

Examples:

Lewat jalan mana?
'Which way should we take?'
Lewat jalan ini.
'Take this road.'

11:48 The teacher demonstrated how to use the new vocabulary by pointing to the map (shown by the OHP); he described how to go from the hotel to the post office. The description was followed by giving a short text (projected on the OHP screen) telling how to go from the hotel to the post office:

Dari hotel, belok ke kanan
sampai apotik / Jalan Pasar
Lalu belok kiri
Terus (terus saja) sampai bank
Sesudah itu, belok ke kanan
Jalan sampai gereja
Kantor pos ada di sebelah kiri bioskop

11:52 The teacher distributed a real map of Malang (a town in East Java) and a card bearing a list of questions about how to go from a certain place to another, as depicted on the map. Then he assigned the students to work in pairs, where each student was assigned to do the following task: Identify where you are, find your destination, and describe to your friend how you go there.

12:02 Back to the whole group. Students asked about vocabulary used in the map:

warung kopi 'small road-side cafe,' bakso 'a name of soup with meat balls,' istimewa 'special.'

12:09 The teacher distributed a handout containing vocabulary and homework.

Closing session:

- The teachers distributed books and magazines about Indonesia.
- Pak norm showed an album containing photographs about Indonesia, especially central Java and Bali.
- The Indonesian teachers invited the students to have bakso and es teler.

INDONESIAN CLASS:
A NARRATIVE ACCOUNT OF CLASSROOM ACTIVITIES
(Observation 3, July 10, 1991)

Planned activities
(written on the board)
Review
Modes of transportation
Listening Comprehension
Movies

TEACHER 1: ER

Review of the Previous Lesson

11:35 T : Masih ingat jalan-jalan ke cafe Manoa?
'Still remember when we took a walk to Manoa cafe?'
The teacher then reviewed the previous lesson by asking individual students questions such as below:
- Kemarin ke mana?
'Where did you go yesterday?'
- Sama siapa?
'With whom?'
- Berapa orang yang ikut?
'How many people went?'
- Cafe Manoa, dekat atau jauh?
'Manoa cafe, is it near or far (from here)?
The students gave responses to these questions based on what they did/experienced the day before.

10:43 T : Bagaimana jalannya ke Cafe Manoa?
'How did we go to Manoa cafe?'
Each students opened the map (showing the way from UH campus to Manoa Market Place). The teacher asked individual students to describe the way to Manoa cafe.

Introducing Modes of Trasportation

11:52

		jalan kaki 'on foot'	naik sepeda 'bike'	
			'by'	bis 'bus'
				mobil 'car'
				taksi 'taxi'
				kereta api 'train'
				pesawat 'plane'

kapal laut 'ship'

The teacher showed the pictures of a bike, a car, a plane and a ship.

11:00 The teacher led the class to practic using the new lexical items in context by asking the questions like the following:
- Dari asrama ke kampus naik apa?
  'How do you go from the dorm to campus?'
- Ke Waikiki naik apa?
  'How did you go to Waikiki?'
- Ke Mainland naik apa?
  'How did you go to the Mainland?'
-Ke Indonesia naik apa?
 'How did you go to Indonesia?'

11:03 The students were assigned to work in pairs. Each provided with a card bearing questions concerning the modes of trasportation, they asked each other questions.

11:09 Back to the whole class practice. Each student, picking any question written on the card, asked his/her classmate next to him/her how s/he traveled to a certain place.

TEACHER 2: AY

Listening Comprehension

11:18 Each student was given a map (showing the area around UH campus and ways to Waikiki) and piece of paper with 6 T/F questions.

The teacher read the text three times in a natural speed, then asked the students to do the questions.

11:23 The teacher checked the students' answers to the T/F questions.

BREAK

Introducing a new material: Movies

11:35 The teacher set up the class for a new material: Movies. She asked indivudual students questions such as:
- Senang nonton film?
  'Do you like to go to the movies?'
- Senang film apa?
  'What kind of film do you like best?'
- (For those who don't like to go to the movies):
  Kenapa tidak suka nonton film?
  'Why you don't like movies?'

11:40 T : (asking a question in English): If you want to see a film, where can you get information?
Ss : In a newspaper.
T : Where in the newspaper?
Ss : In the ad section for movies
T : Or 'iklan bioskop'

The teacher introduced things usually covered by 'iklan bioskop':

IKLAN BIOSKOP: film (title of film) - tempat (place/ cinema) - waktu (time) - harga (ticket price) - aktor (actors/actresses)

11:48 Distributing movies ads containing 7 different movies. Then the class proceeded with the discussion about these movies. The teacher asked the students about their favorit movies, the names of the theaters, what film was on show in a certain theater, the names of the film stars in a certain film, the most popular recent films in the United States.

12:09 Distributing homework for the following day.

Suggestions and Critiques Session
- We need more drill in modes of transportation.
- You slowed when introducing new words. It was a good point.
- You wrote new vocabulary on the board. It has been very helpful.
- I like the visual aids. I picked up a lot.
- I like that reading (for L.C.) performed by Ayu. It's good to listen to the language read by a native speaker.

- Lots of the materials we haven't practiced yet. We need more practice.
- I feel that you sometimes go too fast from one thing to another.
- Combine those pieces of information so that we can practice more.

- (An observer, a student in the Japanese class) I am extremely impressed by what you guys have been doing. In this class, I observe open, natural conversations, but in the Japanese class it is all exercise.
- Comments on this comment:
    - That is the structure of the class.
    - That has something to do with the language.
    - The personality of the students also counts.
    - Suggest the Japanese teachers come to this class to learn something here.

- Whenever we make mistakes you always correct us gently.

INDONESIAN CLASS:
A NARRATIVE ACCOUNT OF CLASSROOM ACTIVITIES
(Observation 4, July 17, 1991)

TEACHER: ML

10:30 Setting up the class for a new material: *undangan 'invitation' (to a party).

T : Tadi malam Ayu membuat undangan.
'Last night Ayu made invitations.'
S1: Artinya apa?
'What does it mean?'
S2: 'Invitation.'

The teacher distributed 'invitation' cards and a list of questions and asked the students to work in pairs. They were to find out tempat, waktu, acara 'place, time, program.'

10:37 Introducing the use of particle -nya
Examples:
Tempatnya di mana? 'Where is the place?'
Waktunya kapan? 'When is the time?'
Acaranya apa? 'What is the program?'

New vocabulary: bersama 'together'; mulai 'start.' The new lexical items were explained through context.

10:44 Students started working in pairs, answering the 6 written questions about the party.

10:48 The class discussed the answers to the questions. The discussion was not confined to answering the written questions; as individual students answered these questions, other students 'jumped in' voluntarily, thus making the conversation proceed in a more natural way.

11:00 Role play
T : Now we're talking about the party.

Shown through an OHP:

A. Anda diundang ke pesta di rumah Pak Jim. Anda tidak mau pergi sendirian.
Tugas: Ajaklah teman Anda.
'You are invited to a party at Pak Jim's. You don't feel like going by yourself.
Task: Ask a friend to go along.'

B. Anda ketemu teman di kelas.
Tugas: Tanyalah informasi tentang pestanya.
'You are meeting a friend in class.
Task: Find out (relevant) information about the party.'

New vocabulary: Anda 'you.'

11:04 The class was divided into two groups, each assigned to do one task (A or B above). The students moved to the other side of the room in order to work in groups. However, to be able to carry out the task effectively, most of them worked out the problems in pairs.

11:40 Back to the whole group.
The teacher picked up any two students in class to have a free dialogue based on what they had found out during the 25-minute group work. The first pair seemed to have trouble performing the dialogue. But the second and third did the task fairly well.

11:57 Quiz on the use of particle -nya
The students were asked to do a small test. This was a dialogue (about one teacher who was about to travel to the Big Island) consisting of questions and answers. Five of the questions were omitted, and the students were to fill out the blank spaces with appropriate questions.

12:05 The teacher checked the answers to the questions, by asking individual students to read the answers (dialogue questions) they had just provided. In general, the class did the test fairly well.

12:12
Suggestions and Critiques Session

- A natural conversation should be a two-way dialogue. (What they just performed was: one person asked questions most of the time and the partner gave answers)
- I liked the test. It was good.
- When you assigned us to work in group, the tasks were not very clear.
- For a complicated task, give instructions in English to avoid ambiguity.
- Break the task into several steps.
- We had problems performing the dialogue because we had to exchange partners.

*Cultural notes

In Indonesia, when someone wants to give a party, s/he usually sends out invitations--in the form of a small notice telling the invitee where and when the party will be held and, if any, what the program will be.

INDONESIAN CLASS:
A NARRATIVE ACCOUNT OF CLASSROOM ACTIVITIES
(Observation 5, July 18, 1991)

TEACHER: BS

10:25 Setting up the class for a new material. The teacher asked questions related to the Indonesian-class party to be given on the next day.

10:30 PESTA 'PARTY'
T : What questions do you ask about a party?
Ss: (brain stormed) di mana 'where'; tanggal berapa 'on what day/date'; jam berapa 'what time; makan apa 'eat what'; minum apa 'drink what'; formal/informal 'formal/informal.'

10:33 The class was divided into two groups. Group 1 (3 people) indentified varieties of food; group 2 (2 people) identified varieties of drinks.

10:40 Someone from group 2 was asked to come to the board and ask people in group 1 the names of food they had identified. Then he wrote these on the board:

mangga, kue, buah, ayam, nasi, roti, pisang, es krim, sop, salad, telur, sushi, sate.

Someone from group 1 did the same thing to the names of drinks identified by group 2:

susu, bir, anggur, kopi, teh, sari buah, air, es teler, minuman ringan, minuman keras.

10:50 The teacher added several items:

gado-gado, opor ayam, krupuk, nasi putih

Then he presented the expression perlu apa? 'what do we need?'

T : Kalau kita masak sate ayam, kita perlu apa?
'If we make sate ayam, what do we need?'
Ss: Ayam 'chicken'; tusuk sate 'skewer'
T : Bumbunya?
'(For) the sauce?'

Ss: Kacang 'peanut'; gula 'sugar'; kecap 'soy sauce.'
T : Kalau kita masak nasi, kita perlu apa?
'If we cook rice, what do we need?'
Ss: Air 'water'; beras 'raw rice.'
T : Kita mau masak tahu goreng. Kita perlu apa?
Ss: 'We'll make fried tofu. What do we need?'
Ss: Tahu 'tofu'; minyak 'oil.'

BREAK

11:15 Introducing lebih murah 'cheaper' and lebih mahal 'more expensive.' Mana lebih murah/mahal? 'Which is cheaper/ more expensive'?

11:19 Students were reminded of the items needed for the party. Then the students were asked to work in pairs. One person wanted to buy these items, and the other was to tell him/her where to buy. Both members of the pairs were given different maps and different shopping lists to perform this role play.

11:22 The pairs moved to the other side of the room to perform this role play.

11:43 Back to the whole group session.
T : Ada pertanyaan? 'Any questions?'
Ss: Tidak 'no.'

TEACHER: BR

11:45 The teacher distributed hotel bills and a piece of paper with a number of questions.

T : Pak Jim pergi ke mana?
'Where did Pak Jim go?'
Ss: Ke Hotel Samarinda
'To Hotel Samarinda'
T : Berangkatnya tanggal berapa?
'On what date did he leave?'
Ss: 28 Mei
'28 of May'

The class practiced the use of expressions for traveling.

11:54 Back to the topic above.

T : Pak Jim makan di warung ITB. Pak Jim makan sendiri atau sama teman.
'Pak Jim ate at ITB small cafe. Did he eat alone or with friends?'

Ss: Sama teman.
'With friends.'

T : Bagaimana tahu?
'How did you know that?'

Ss: Ada 3 sup, 3 air putih.
'(In this bill we found) 3 (bowls of) soup and 3 (glasses of) iced water.'

New vocabulary: lapar 'hungry' and haus 'thirsty.'

T : Pak Jim beli makanan apa?
'What food did pak Jim buy?'

Ss: Mie goreng.
'Fried noodle.'

T : Mie goreng harganya berapa?
'What was the price of fried noodle?'

Ss: Rp 790,- satu porsi.
'Rp 790,- for one bowl.'

T : Di warung ITB, ayam goreng apa?
'At ITB cafe, what kind of fried chicken did they have?'

Ss: Ayam goreng ITB.
'ITB fried chicken.'

T : Siapa pergi sama Pak Jim?
'Who went along with Pak jim?'

Ss: Tidak tahu.
'We don't know.'

12:05 Suggestions and Critiques Session

- I like the activity a lot.
- It's a good thing that you go over with previous materials.
- The conversations are wonderful.

INDONESIAN CLASS:
A NARRATIVE ACCOUNT OF CLASSROOM ACTIVITIES
(Observation 6, July 23, 1991)

TEACHER: ML

10:20 Setting up the class: introducing terms necessary to describe kinship relations: menikah 'married,' suami 'husband,' isteri 'wife,' anak laki-laki 'son,' anak perempuan 'daughter.'

10:30 Presenting new material:
The teacher presented kinship terms by using a family tree of Keluarga Claridge 'the Claridge Family.' The new terms introduced were: kakek 'grandfather,' nenek 'grandmother,' bapak 'father,' ibu 'mother,' saudara 'sibling,' kakak 'big brother/sister,' adik 'little brother/sister,' sepupu 'cousin.'

Vocabulary: cerai 'divorced.'

10:43 Students were asked to work in pairs. The partners were assigned to draw each other's family tree diagrams. Before they began working out the problem, the other teacher (ER) gave an oral presentation about her family, illustrating how the results of pair work should later be presented.

> Saya dari Seattle. Keluarga saya di Indonesia. Saya tak ada Bapak dan Ibu lagi. Saya juga tak punya kakek dan nenek. Mereka sudah meninggal. Saya punya empat saudara. Dua kakak laki-laki dan dua kakak perempuan.
>
> Kakak laki-laki saya dokter. Ia sudah punya empat cucu. Kakak saya kedua guru--guru bahasa Jerman. Kakak perempuan saya advokat. Dia sudah menikah. Dia belum punya anak. Kakak perempuan kedua tidak bekerja. Dia sakit. dia tidak punya anak.

Translated version (by the observer):

> I'm from Seattle. My family are in Indonesia. I don't have father and mother any more. Nor do I

have grandfather and grandmother. All of them already died. I have four brothers and sisters: two brothers and two sisters.

My eldest brother is a doctor. He's got four grandchildren. The second brother is a teacher--a German teacher. He's married already. But he doest have a child yet. One of my sisters is a lawyer. The other sister does not work. She is in ill health. She doesn't have a child.

10:51 Students started working in pairs, the partners drawing each other's family tree diagrams.

11:10 The first pair gave their presentation. MG presented BM's family tree. It was a fluent and wonderful presentation. BM's presentation, however, was not as good as MG's. This followed from the fact that BM had just missed one week of the class; it was his first day back in class after he returned from the Mainland.

BREAK

11:30 To help the floor voluntarily asked questions, prop words were projected on the OHP screen:

Sudah lama meninggalnya?
menikahnya?
kerjanya?
Dari pihak Bapak/Ibu
Tinggal di mana?
Masih sekolah atau sudah kerja?
Umurnya berapa?
Anaknya berapa?
Orangnya baik atau tidak?
Bapak/Ibu/kakek/Nenek senang apa?

11:38 The second presentation was given by RC and KR. Both of them gave very good presentations. And as expected, the floor took part in this session by asking voluntary questions.

11:52 JM and DV also gave wonderful presentations. JM's presentation was so amazingly fluent. The questions

raised by the floor were really helpful in shaping the lively atmosphere.

TEACHER: ER

12:02 The teacher distributed sets of pictures. Each set consisted of two Indonesian family pictures; these were the same pictures, except that one of them had years showing the age of each person and the other did not. Students were again asked to work in pairs. One student was to find out, by asking his/her partner, facts about this family; (Kartini was the most prominent figure in this family).

12:10 The teacher checked the answers provided by the pairs. This was done orally. The students gave the answers based on what they had written on the sheet provided.

Q : Berapa Saudaranya Kartini?
A : Satu.
Q : Siapa namanya?
A : Tidak ada namanya.

Q : Berapa kakaknya?
A : Tidak ada.
Q : Siapa suaminya?
A : Joko.

Q : Berapa anaknya?
A : Satu.

Q : Apa orang tua Kartini masih hidup?
A : Ya, masih hidup, belum meninggal.

The students did this exercise fairly well.

12:15 The class ended. No critique session followed.

INDONESIAN CLASS:
A NARRATIVE ACCOUNT OF CLASSROOM ACTIVITIES
(Observation 7, July 25, 1991)

TEACHER: AY

10:24 Setting up the class. Students were assigned to write a one-paragraph essay about their own family.

10:26 The teacher distributed a list of questions intended as a guideline to help students formulate what to write. She explained what all these questions meant and provided new vocabulary: orang tua 'parents,' rumah sakit 'hospital,' surga 'paradise,' saudara 'siblings.'

10:35 Students started writing the essay. They worked by themselves and instructors came to individual students who needed help.

(While they were writing, the observer was going around to see what each of them had written. He was glad to find out that they had made themselves understood through their writing).

10:50 The teacher collected the students' work.

10:53 Listening Comprehension
The teacher distributed two texts, each comprising one paragraph with several words omitted. The students were asked to study each passage for two minutes.

10:55 Then the teacher read the first passage and the students were to fill out the blank spaces as they were listening to the teacher.

This exercise was followed by a brief question-and-answer session about the content of the text. New lexical items were presented during this discussion: ajak 'ask/invite,' ganteng 'handsome,' cantik 'beautiful,' sering 'often,' tempat 'place,' di luar 'outside,' kesepian 'lonely,' mereka 'they.'

11:10 The teacher distributed a list of lexical items for the text she had just read.

TEACHER: BR

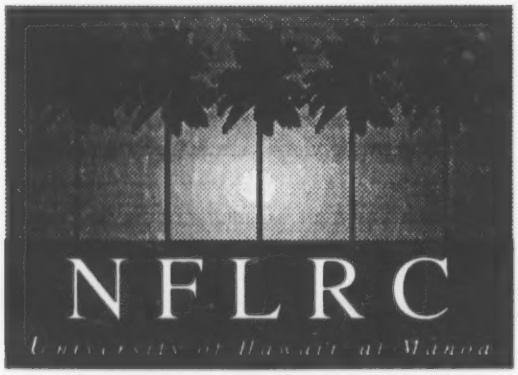
11:15 The teacher read the second passage and the students filled out the blanks while listening to the teacher reading.

Vocab: bukan main 'extraordinary.'

This exercise was followed by a free conversation between the teacher and the students concerning the content of the second text.

11:28 The class ended. The students were assigned to make a skit (a text for a small play) to be performed the following day. The teachers asked whether the students preferred to work on their own or with the teachers' help. They decided to work by themselves.

Note : From a talk with some of the teachers the observer found out that the skit, which was performed wonderfully on the next day, really came out as a great surprise to everybody.



ABOUT THE NATIONAL FOREIGN LANGUAGE RESOURCE CENTER

THE SECOND LANGUAGE TEACHING AND CURRICULUM CENTER of the University of Hawai'i is a unit of the College of Languages, Linguistics, and Literature. Under a grant from the U.S. Department of Education, the Center has since 1990 served as a National Foreign Language Resource Center (NFLRC). The general direction of the Resource Center is set by a national advisory board. The Center conducts research, develops materials, and trains language professionals with the goal of improving foreign language instruction in the United States. The Center publishes research reports and teaching materials; it also sponsors a Fellows Program for senior scholars, an Internship Program, and a Summer Intensive Teacher Training Institute. For additional information about Center programs, contact Dr. Robert Bley-Vroman, Director, at the address below.

ABOUT RESEARCH NOTES

RESEARCH NOTES ARE INTERIM REPORTS on work in progress on the various projects supported by NFLRC. More extensive reports of research results are provided in our Technical Reports. For a current catalogue of NFLRC publications, contact:

NFLRC Publications
National Foreign Language Resource Center
University of Hawai'i
Webster 203
2528 The Mall
Honolulu, Hawai'i 96822